

# George, Susan Child Minding

Glasgow

**Type of inspection:**  
Announced (short notice)

**Completed on:**  
14 July 2025

**Service provided by:**  
Susan George

**Service provider number:**  
SP2008969637

**Service no:**  
CS2007148150

## About the service

Susan George operates a childminding service from their family home in the Bearsden area of East Dunbartonshire. The children are cared for in the lounge and playroom areas and have access to a dining kitchen on the ground floor and a toilet on the upper level of the house. Children also have access to a secure private back garden for outdoor play.

The childminder is registered to provide a care service to a maximum of 6 children at any one time under the age of 16, of whom a maximum of 6 will be under 12, of whom no more than 3 are not yet attending primary school and of whom no more than 1 is under 12 months. Numbers are inclusive of children of the childminder's family.

## About the inspection

This was a short announced inspection which took place on 14 June 2025. The inspection was carried out by one inspector from the Care Inspectorate. To prepare for the inspection we reviewed information about this service. This included previous inspection findings, registration information, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations we:

- observed care for a total of one child using the service
- gathered feedback from two families using the service
- spoke with the childminder
- observed practice and daily life
- reviewed documents.

## Key messages

- The minded child was happy, safe and secure in the childminder's care.
- The childminder knew the children well and provided them with warm, loving, personalised care.
- Children had access to a wide variety of resources and play opportunities that met their interests and stage of development.
- Play and learning opportunities were enhanced through strong connections outdoors and within the local and wider community.
- The childminder was experienced, knowledgeable and committed to training and professional development.
- Children and families benefitted from strong, trusting relationships with the childminder.

## From this inspection we evaluated this service as:

In evaluating quality, we use a six point scale where 1 is unsatisfactory and 6 is excellent

How good is our care, play and learning?	5 - Very Good
How good is our setting?	5 - Very Good
How good is our leadership?	5 - Very Good
How good is our staff team?	5 - Very Good

Further details on the particular areas inspected are provided at the end of this report.

## How good is our care, play and learning?

5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

### Quality Indicator 1.1: Nurturing care and support

The childminder had a close bond with the minded child and provided nurturing, loving care through hugs, comfort, praise, and reassurance. This helped the child to feel settled, safe, and cared for, supporting them to grow and thrive.

Warm, trusting relationships had developed between the childminder, children, and their families. Parents praised the childminder's 'happy and bubbly' approach and shared how welcomed they felt each day. One parent commented, their child was 'always excited to see the childminder'. These nurturing connections supported children to feel secure, confident, and happy, leading to positive experiences for all.

The childminder knew each child well and used this knowledge to provide nurturing, individualised care. They confidently shared information about each child's routines, needs, interests, and preferences. Parents agreed they were involved in creating and reviewing personal plans, helping to keep information current. Routines were regularly updated to reflect changing needs, and one parent shared, 'Through communication with the childminder, my child's individual needs are always met through their childcare plan'. The childminder had a template they were intending to use to further develop plans, which was agreed to be a helpful step in strengthening planning. This proactive, child-centred approach supported children to feel nurtured and confident in their development.

To support a calm mealtime, the childminder sat with the child at their level, offering gentle conversation and ensuring safety. Following 'setting the table' guidance, parents were encouraged to provide a variety of healthy foods. The childminder was aware of children's dietary needs, they ensured that they prepared and cut food appropriately before serving. The child happily fed themselves, receiving praise, and had easy access to their water bottle to stay hydrated. These positive mealtime experiences helped children develop healthy eating habits and grow in independence.

Settling-in visits were carefully planned and adapted to meet each child's and family's needs. The childminder took a flexible approach, starting with parent-accompanied visits and gradually moving to short stays for snacks, naps, and school pick-ups. This allowed them to observe how each child was settling and adjust accordingly to suit their pace. As a result, children became familiar with the setting and built trust, helping them feel more confident and at ease.

Sleep and rest arrangements were tailored to parental preferences. Children could sleep in a travel cot or lie-flat buggy, either indoors or outdoors, and used their own blankets for comfort. The childminder told us that children were closely supervised during sleep times to ensure their safety and shared that most children benefited from sleeping outdoors, where the fresh air supported better rest. This ensured that children felt secure, comfortable, and well-rested.

Children's personal care was sensitively supported, with their privacy and dignity respected. A designated space was used for nappy changing, where chatting and singing helped create a comfortable, secure

environment for the minded child. This meant children felt safe, reassured, and developed a positive experience of personal care routines.

Since the last inspection, the childminder had updated medication procedures. On the day of inspection, no children required medication. The childminder confidently explained the process, including safe storage and administration. A policy was in place, and consent forms were readily available, ensuring medication would be safely managed with parental consent, supporting children's health and wellbeing.

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

### **Quality Indicator 1.3: Play and learning**

The minded child was happy and engaged in play, freely choosing toys such as animals, tractors, books, and puzzles. The childminder followed the child's lead by observing and responding to their cues, offering resources that built on the child's interests through simple conversation and play. A nurturing environment encouraged curiosity and helped the child feel secure and confident. As a result, children were supported to make choices, develop independence, and engage meaningfully with resources that reflected their interests.

Planning for children's learning was responsive and child-centred. The childminder thoughtfully introduced planned experiences daily, based on children's interests, needs, and stages of development, while also supporting free-flow play. Floor books were used effectively to capture the views of older children, showing their drawings, writing, and photos. Children enjoyed contributing, which gave them a sense of ownership and showed their voices were valued. As a result, children were empowered to influence their learning environment and experiences.

The childminder planned experiences that extended learning and added purposeful resources to enhance engagement and enjoyment. Following a recent farm visit, they printed photos of the animals the children had seen and provided related books and farm animal toys to help children revisit and make connections with the experience. These activities encouraged matching, sorting, and imaginative play, while communication was promoted through chatter, stories, and songs.

Group planning supported learning and built community connections. The childminder worked with other local childminders and children to plan activities, such as observing real caterpillars transform into butterflies. This deepened children's understanding of life cycles and encouraged curiosity, observation, and care for living things. This responsive approach helped keep children engaged and supported positive outcomes through play.

The childminder had a passion for outdoor play and understood its benefits, ensuring children had regular access to the garden or took part in daily walks. Outdoor play and exploration were a key part of children's daily routines. The garden was used regularly, as well as visits to community groups and trips to country parks. As part of one group, children took part in outdoor learning in a forest setting, further enriched by an annual visit to a safari park. These experiences helped children build confidence, communication, social skills, and a strong connection with nature and their community.

Children's learning was shared through digital platforms such as WhatsApp and Facebook, where the childminder posted photos and updates to show what children had been learning and achieving. This kept parents informed and involved in their child's experiences and progress. As a result, children benefited from

strong connections between home and the setting, with their achievements valued and celebrated, helping to build confidence and a sense of pride in their learning.

## How good is our setting?

## 5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

### Quality Indicator 2.2: Children experience high quality facilities

The childminder's home was warm, welcoming, and filled with natural light. Soft furnishings created a homely atmosphere. Children had access to a spacious living room and a well-organised playroom with toys stored at child height, encouraging independence and choice. The minded child confidently explored, accessing toys of choice and moving freely between rooms. Photographs of the children were displayed, helping them recognise themselves, friends, and familiar experiences. A large window offered views outside, and a sensory board on the playroom door sparked curiosity. Parents spoke positively, with one commenting, 'I like the small, personal home life the childminder provides, my child is very happy every morning attending'. As a result, children experienced a safe, stimulating environment that supported their independence, confidence, and wellbeing.

An enclosed, spacious back garden provided a variety of areas for children to explore, suited to their age and stage of development. The childminder told us that older children enjoyed playing football and had a designated space for this, while younger children could explore safely in other parts of the garden. The garden was set up to support children's play and learning, with a consistent focus on safety.

The environment was clean, tidy, and well-organised, with infection control measures in place, including very good handwashing practices and the use of gloves and aprons when changing nappies. The childminder told us time was regularly set aside to tidy and reorganise the playroom, as well as to replenish and replace resources, ensuring they remained in good condition for the children. Annual painting and reorganisation of the minded areas were carefully planned during holiday periods when no children were in care. These practices ensured a consistently clean, safe, and well-maintained environment for children and families.

Daily risk assessments and routine checks of the areas used for minding helped maintain a safe environment. Steps leading to a decked area were managed according to children's age and stage, demonstrating a proactive approach. We also discussed the childminder's careful consideration of other safety measures, including safe car travel, managing the family dog around children, and promoting sun safety. Parents agreed their children were cared for in a safe setting, with one parent commenting, 'the childminder provides a secure and nurturing space'. These measures ensured children could explore and learn in a safe environment with minimal risk.

Accident forms were completed and shared with parents to keep them informed. The childminder responded appropriately to incidents and kept a copy for their own records. This helped maintain a safe environment and gave parents confidence that their children were looked after with care.

The childminder was registered with the Information Commissioner's Office (ICO), showing a commitment to handling data responsibly and securely. Personal information was stored appropriately to protect the privacy of children and families. As a result, a safe and respectful environment was created where privacy was valued.

**How good is our leadership?****5 - Very Good**

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

**Quality Indicator 3.1: Quality assurance and Improvements are well led**

The childminder showed a welcoming, friendly, and professional approach, with genuine passion and commitment to providing a high-quality, child-centred service. They respected and listened to children and families, using their views to shape the service. The childminder actively sought and valued children's voices and used these to plan each day. This respectful approach supported children's rights and encouraged meaningful involvement in their learning.

A variety of communication methods such as a private Facebook group, WhatsApp, questionnaires, and daily chats, kept parents informed and involved. Regular updates, photos, and feedback on children's progress and achievements were shared. Parents were encouraged to share their views and spoke very positively about the communication. One said, 'Our childminder is the best we could have asked for and they listen, while another commented, 'They are always available to provide updates throughout the day and I receive daily reports about my child's day, which I really enjoy reading, along with more updates at pick-up'. This open communication helped build strong relationships and ensured families felt well supported.

Policies and procedures, along with information about the childminder's experience and the service aims, were shared with parents to help them understand what to expect and ensure the setting was right for their family. A key aim was to provide a safe, stimulating, nurturing, and fun environment where children felt happy and secure. We saw this in practice, as the minded child confidently explored their surroundings and received warm, loving care and attention. Parents agreed, with one telling us, 'The childminder provides a safe, welcoming, and nurturing environment'. As a result, children felt safe, valued, and confident, and enjoyed their time with the childminder in an environment that supported their wellbeing and development.

The childminder kept up to date with information and advice from the Scottish Childminding Association (SCMA) and the Care Inspectorate, helping to ensure policies remained in line with best practice. The childminder was reflective of their practice and committed to ongoing improvement. We discussed simple ways to further strengthen self-evaluation using key questions from the Care Inspectorate's Self-evaluation Guidance. This will support the continued review and development of the service, helping children to continue to experience care that meets their needs and supports their ongoing development.

As part of a supportive childminding network through the Scottish Childminding Association (SCMA) the childminder had built strong professional connections. These relationships encouraged sharing of experiences and best practice. The network also helped the childminder identify and access relevant training opportunities. Additionally, the childminder benefited from a close working group of local childminders as well as the wider network. As part of their ongoing improvement journey, the childminder was committed to achieving the best outcomes for children and was open to making changes that would further enhance their practice.

**How good is our staff team?****5 - Very Good**

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

## Quality Indicator 4.1: Staff skills, knowledge and experience

The childminder brought a wealth of experience to their role, supported by a professional qualification and a strong understanding of child development. Their warm, responsive approach and ability to meet each child's individual needs created a nurturing environment. One parent shared, 'My child's speech and language have improved so much, thanks to the childminder's activities and nurturing care'. As a result, children thrived in their care, forming strong relationships, developing confidence, and making good progress in their learning and development.

The childminder had completed child protection training and invested in safeguarding support tools, which were displayed in the hallway to reinforce their knowledge. They demonstrated a clear understanding of their responsibilities in safeguarding children and were confident about who to contact for advice or support when needed. As a result, children were well protected and kept safe from harm.

In addition to the completion of child protection training, the childminder told us that another priority was regularly updating first aid, explaining that as a lone worker, this training helped build their confidence and ability to keep children safe and respond to emergencies if they were to arise. In addition to this core training, they undertook further courses on healthy eating, child-led planning, and how children develop and thrive in quality play spaces. The childminder also engaged in self-directed reading and research to enhance their practice and kept a record to track completed and upcoming training. This ongoing commitment to professional development ensured children consistently received high-quality care and support, with their safety and wellbeing always at the forefront.

As part of a strong network of local childminders, they built support through regular engagement with peers. As well as sharing ideas and reflecting on practice, they worked closely as a group to support families, including matching them with suitable childcare based on each childminder's skills, strengths, experience, such as caring for babies, providing funded hours, and availability. They also arranged playdates for children of similar ages, who attended the same schools and nurseries, to build friendships and support smooth transitions. These strong professional and personal connections showed the childminder's dedication to working collaboratively. By coordinating care and facilitating transitions, they ensured children and families felt well supported and could access a care service that was right for them and best suited their needs and circumstances..

Families were very happy with the childminding service provided and shared positive feedback. They appreciated the kind, friendly, and loving environment the childminder created, highlighting the variety of learning activities, day trips, and daily outdoor fun. Families described the setting as a true 'home from home', praising the care and nurturing their children received. One parent noted how welcoming and bubbly the childminder was, making both themselves and their child feel comfortable and excited to attend each day. As a result, children thrived in a safe, supportive, and stimulating environment that promoted their learning, development, and overall wellbeing, reflecting the childminder's commitment to providing high-quality care.



## What the service has done to meet any areas for improvement we made at or since the last inspection

### Areas for improvement

#### Previous area for improvement 1

The childminder should review the service policy and procedure on administration of medication in accordance with Care Inspectorate guidance, 'Management of medication in daycare of children and childminding services'.

This area for improvement was made on 30 October 2018.

#### Action taken since then

Since the last inspection the childminder has updated the service medication policy and procedures in line with current best practice advice.

### Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at [www.careinspectorate.com](http://www.careinspectorate.com).

## Detailed evaluations

How good is our care, play and learning?	5 - Very Good
1.1 Nurturing care and support	5 - Very Good
1.3 Play and learning	5 - Very Good
How good is our setting?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very Good
How good is our leadership?	5 - Very Good
3.1 Quality assurance and improvement are led well	5 - Very Good
How good is our staff team?	5 - Very Good
4.1 Staff skills, knowledge and values	5 - Very Good

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