

Debbie Hughes Registered Childminder Child Minding

Glasgow

Type of inspection:
Unannounced

Completed on:
17 July 2025

Service provided by:
Debbie Hughes

Service provider number:
SP2013985238

Service no:
CS2013319823

About the service

The childminder provides the service from their family home in the Govan area of Glasgow.

The childminder is registered to care for a maximum of six children at any one time up to 16 years of age, of whom no more than three are not yet of an age to attend primary school and of whom no more than one is under 12 months. At the time of the inspection there was one child being cared for.

Children have access to the living room, dining room area, playroom, toilet facilities and a secure, spacious enclosed garden for outdoor and physical play. The service is close to schools, parks, public transport links and community services.

About the inspection

This was an unannounced inspection which took place on 14 July 2025. The inspection was carried out by two inspectors 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 of the service we:

- Spoke with the child attending the service
- Reviewed feedback from four parents and carers whose children attend the service
- Observed practice and the childminders interactions with children
- Reviewed documents
- Spoke with the childminder

Key messages

- The childminder was warm, caring and nurturing towards children.
- The childminder had developed strong relationships with families.
- Children accessed a variety of toys and materials that supported their play and learning.
- Children's, social, physical and cognitive development was supported through regular access to the wider community.
- Personal plans should be improved to support positive outcomes for children.
- Parental feedback about the service was very positive.
- Children received care from a skilled, knowledgeable and well trained 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?	4 - Good
How good is our setting?	5 - Very Good
How good is our leadership?	4 - 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?

4 - Good

1.1 Nurturing care and support

We made an evaluation of good for this key question, as several important strengths, clearly outweighed areas for improvement.

The childminder was warm, kind, and caring in their interactions with the child throughout our visit. This helped the child feel settled and comfortable in their care. The childminder provided cuddles when the child woke from sleep and responded warmly to their cues, interests and wishes ensuring they felt loved and secure. They had developed a close relationship with the child, which helped the child feel safe and secure in their care. One parent told us, "Debbie is so great with kids and my kids love her."

From discussions with the childminder, it was clear they had developed and maintained strong relationships with both children and families. They spoke confidently about the individual needs of children and how these were met within the service. They were familiar with each child's routine which contributed to providing continuity of care for the children.

Children had the opportunity to rest and sleep in response to their needs. The childminder understood the importance of sleep to promote children's wellbeing and development. Children were closely supervised when sleeping to ensure their safety. Sleep mats were available to ensure children could sleep peacefully and safely. However, buggies were sometimes used for sleeping too. We discussed with the childminder the importance of children lying flat when sleeping to improve their comfort and overall safety. We were satisfied that the childminder would take action to address this.

Children attending the service were provided with home-cooked, nutritious meals prepared by the childminder. These meals were developed in consultation with parents and tailored to children's preferences and dietary needs. For example the childminder had made changes to the menu to support a child with a dietary requirement to promote their health and wellbeing. Parents shared positive feedback, including: "My child is such a picky eater and the childminder has actually helped loads with this with their home-cooked meals and passing the recipes to myself. Now my child eats them with me and always eats great at the childminder's," and "I have been told Debbie makes the best rainbow soup and kids love her food and snacks."

Personal plans were in place for children and had been created in partnership with parents and carers. These included contact details, enrolment forms, and information on the basic health, safety, and wellbeing needs of the children. We observed that the childminder knew the children well and met their individual needs. For instance, they discussed recently purchased resources to support a child's interest in the human body. However, when sampling the personal plans, we found that not all plans were reviewed within six months and did not always accurately reflect the child's age and stage of development. This meant that records were not always reflective of children's changing needs. When personal plans are regularly updated they provide clear information that helps plan how children's needs can be met.

The childminder was aware of their responsibility to store and administer medication safely to children. Although no children were receiving medication at the time of the inspection, we reviewed paperwork that would be used should a child need medicine whilst attending the service. As a result of this we advised the childminder that more detailed information would be necessary to ensure children's health and wellbeing.

For example, the childminder needed to record the dosage of medicine being administered. We were satisfied that the childminder would address this to promote children's safety.

1.3 Play and learning

The child had fun and was happy in play at the childminders home. The childminder engaged with the child throughout our visit and was responsive to their interests. The childminder helped the child dress into their waterproof suit when they asked to play in the garden. This contributed to the child feeling valued and supported their right to play.

Outdoor play provided opportunities for children to develop their large physical skills and to challenge themselves through risky play using the apparatus of slides and bikes. The childminder encouraged risk in a supportive way. For example, helping the child to try a bike they were initially unsure of. The childminder praised the child and provided time to work with them at their own pace. This approach to positive risk taking helped the child to assess any potential dangers and build confidence.

Children could choose with the childminders support, from a range developmentally appropriate resources. Toys included, a play kitchen, trucks, books, and construction toys. These offered opportunities to develop imagination, fine motor and language skills. We discussed with the childminder the potential benefits of organising resources in a more accessible way for children. By supporting children to freely self-select toys their independence and choices would be further supported.

The childminder understood child development and supported language development in their interactions with the child. The childminder repeated words and extended vocabulary during a conversation with the child when selecting resources. The childminder joined in play and provided time and space for the child to explore. They used praise and encouragement when supporting the child to play with the dolls, prams and accessories. The childminder role modelled caring and cuddling the dolls, enhancing the child's understanding of the world around them.

The childminder shared daily updates with families through a private social media page. This included photographs and information about the children's play and learning. This helped keep parents informed and supported strong relationships between the childminder and families. Parents told us, "Debbie gives daily updates on what they have done for the day with pictures, great communication" and "Debbie sends daily pictures and keeps me informed on everything kids do and has helped so much over the years with toilet training and speech."

Learning journals were in place for children and included termly observations. The observations were linked to curriculum and best practice guidelines to support with children's learning and progression. Next steps were recorded to support the development of children's skills. These could be enhanced by being more descriptive to support individual development. We discussed with the childminder how regular, meaningful observations and next steps have the potential to support progression in children's play and learning.

Development milestones were being used to track children's skills, learning and progression. We discussed with the childminder reviewing and updating these regularly to be reflective of the children's stage of development. This has the potential to contribute to supporting and extending children's skills and learning.

How good is our setting?

5 - Very Good

2.2 Children experience high quality facilities.

We found significant strengths in the care provided, which contributed to positive outcomes for children. As a result, we evaluated this key question as very good.

Children were cared for in a well maintained, bright, and clean home, which supported children's health and wellbeing. The childminder had a dedicated playroom, and children could move freely between this and a large lounge area to support their play and learning. The lounge provided a comfortable space for relaxation throughout the day. Children used the dining area for mealtimes and other experiences. One parent told us, "Debbie has all safety covered."

Resources were well maintained and clean with a wide selection available to children both indoors and outdoors. Toys and materials were well maintained and there was lots for children to choose from. Toys available were of interest to children and brought fun to their play and learning. We discussed with the childminder the opportunity to extend children's curiosity and sense of wonder about their world through the inclusion of loose parts materials. Loose parts resources are those that can be moved, combined, redesigned and taken apart to provide endless opportunities for creativity and imagination.

The outdoor garden offered a safe and secure play space. It featured a mix of surfaces, including concrete and artificial grass. A large, sheltered area with comfortable seating and open space allowed children to enjoy outdoor experiences in varying weather conditions. Parents shared positive feedback, including: "Debbie has a great back garden for the days they are not out doing activities," and "Debbie has a great back garden all set up for all children of all ages."

Children were protected from harm as a result of very good infection control measures. Children had access to a clean downstairs toilet and changing area connected to the playroom. Soap and individual paper towels were available for handwashing and visual instructions were displayed on the wall to support effective handwashing. Resources and materials were stored appropriately and kept out of reach of children to support their safety and wellbeing.

Risk assessments were in place for both the home and outdoor areas and had been regularly updated. The childminder discussed the daily risk assessments carried out before regular outdoor trips, demonstrating a strong commitment to keeping children safe.

Children benefited from regular visits and learning opportunities within the local community. Learning was supported through groups such as "Giggle and Grow," a weekly session promoting literacy, music, and movement. Children also visited local parks and outdoor play spaces regularly. These experiences supported children's physical development and provided opportunities to explore the natural environment.

How good is our leadership?

4 - Good

3.1 Quality assurance and improvement are led well

We evaluated this key question as good, where several strengths had a positive impact on outcomes for children and clearly outweighed areas for improvement.

The childminder understood the importance of communication with children and families. This included daily conversations to share information about play, learning, health, and wellbeing. We concluded that this supported good relationships with families, who were kept informed about their child's experiences. One parent commented, "I always feel welcome into the childminder's home to discuss my child's progress and daily activities."

The childminder encouraged families to share their views and ideas about the service through a questionnaire shortly after joining the service. Within it they were asked if there were any improvements that could be made to the service. This meant families felt valued and listened to, when sharing their views and opinions. We discussed with the childminder that re-visiting the process of gathering views regularly would lead to children and families being more involved in influencing change and improvements in the service.

The childminder had made a positive start to self-evaluation in response to attending training. This highlighted areas where the childminder thought improvements could be made. For example, empowering children to be fully involved in their play by adapting learning journals to record this. Although this was still at an early stage of development, it had the potential to further improve outcomes for children and families.

The childminder had developed their service by making improvements to the garden area to provide a sheltered play environment for the children to support their health and wellbeing.

Policies and procedures were in place, and had been reviewed, including those for the administration of medication, complaints, and supporting children to use the toilet. This highlighted the childminder's commitment to providing a service in line with current guidelines and reflecting on the service provided. We discussed where further improvements could be made. For example, updating the sleep policy to include safe sleep guidance. Regularly reviewing policies would ensure the quality of children's care and support remained consistently good.

The childminder needed to update written records shared with families to promote children's health and wellbeing. One example of this was the need to record more in depth information where children had been involved in minor accidents. Providing parents and carers with detailed accounts supports them to meet children's needs when they are not longer at the service.

How good is our staff team?

5 - Very Good

4.1 Staff skills knowledge and values

We evaluated this key question as very good, where significant strengths supported positive outcomes for children.

The childminder supported children with warm, kind, and nurturing interactions and cared deeply about the children in their service. They had formed strong relationships with children and families attending the service, which enabled a sense of comfort, security, and belonging. Comments included: "Debbie is more like a family member; the kids love her and she treats everyone with respect" and "I am really happy with our childminder. We all have a great relationship, and I can see how happy my child is there and how much they have developed from being there."

The childminder was in partnership with Glasgow City Council to provide funded early learning and childcare. They were a member of the Scottish Childminding Association (SCMA), an umbrella organisation dedicated to supporting childminding provision. The childminder used SCMA's resources to document information about the children and to enhance their understanding of best practices for promoting children's health, safety, and wellbeing. For example, medication forms and "All About Me" templates.

The childminder was committed to promoting positive outcomes for children and actively sought opportunities to enhance their knowledge and skills. Examples included training in first aid, food hygiene, autism awareness, and reflective practice. They were motivated to refresh their understanding and to stay informed of best practice guidance through regular visits to the Care Inspectorate HUB. This contributed to the provision of safe, quality care and play experiences for children.

The childminder completed annual child protection training and understood their role in keeping children safe and protected. They were confident in following the correct procedures in the event of any safeguarding concerns.

The childminder valued the opportunity to engage in regular professional discussions with local childminders. This informed their practice, supported ongoing professional development, and provided opportunities to share their own knowledge and experience with others.

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

Detailed evaluations

How good is our care, play and learning?	4 - Good
1.1 Nurturing care and support	4 - Good
1.3 Play and learning	4 - Good

How good is our setting?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very Good

How good is our leadership?	4 - Good
3.1 Quality assurance and improvement are led well	4 - Good

How good is our staff team?	5 - Very Good
4.1 Staff skills, knowledge and values	5 - Very Good

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