

Kane, Hazel Child Minding

Glasgow

Type of inspection:
Announced (short notice)

Completed on:
18 July 2025

Service provided by:
Hazel Kane

Service provider number:
SP2013984441

Service no:
CS2013314650

About the service

Hazel Kane operates a childminding service from their home in the Bishopbriggs area of West Dunbartonshire. The children are cared for in the lounge area, and have access to the kitchen and the downstairs toilet. Children also have supervised access to an enclosed back garden. The childminder makes good use of local community and parks to extend the quality of children's experiences.

The childminder is registered to provide a care service to a maximum of six children at any one time up to 16 years of age, of whom no more than three children are not attending primary school and of whom no more than one is under 12 months. Numbers are inclusive of children of the childminder's family/household.

About the inspection

This was a short noticed announced inspection which took place on 17 July 2025. The inspection was concluded on the 18 July 2025 by telephone, confirming the inspection findings. 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 three children using the service
- gathered feedback from five families using the service
- spoke with the childminder
- observed practice and daily life
- reviewed documents.

Key messages

- Children experienced nurturing care and support from a responsive childminder, which helped them feel safe, secure and loved.
- Positive and trusting relationships had been formed between the childminder the children and their families.
- Children were confident and happily led their own play, exploring and engaging toys and materials of interest to them.
- Children benefitted from outdoor play and learning opportunities that were enhanced through daily community connections.
- Regular updates kept the childminder well informed of best practice guidance, as well as the positive links with other local childminders.
- The childminder brought valuable experience and knowledge to their role and showed commitment to ongoing training and professional development.

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

Children benefited from the childminder's kind, caring, and warm approach. One parent told us, 'The childminder is a really friendly and approachable person, who has a lovely, warm energy'. We observed nurturing interactions, with the childminder offering regular praise, encouragement and cuddles. They responded sensitively to children's cues, recognising when a child needed support or comfort, or when they wanted to engage in play and sing songs. Children were confident, comfortable, and happy in each other's company and in the childminder's care, which helped them feel loved and secure.

The childminder had established trusting and respectful relationships with the children and their families. One parent told us, 'I have complete trust in the childminder and I can see how much they care for all the children', whilst another mentioned about the personal and unique bond the childminder has with their child. The childminder knew the children well and spoke sensitively about their individual personalities, interests, and needs, as well as what they were currently supporting them to achieve.

Personal plans had been developed and were informed by children's likes, dislikes, interests, and health care needs. Parents strongly agreed that they were meaningfully involved in developing and reviewing their child's personal plan, and in sharing updates about changes to routines. One parent commented, 'The childminder keeps in touch and keeps me fully updated with things, they respect our wishes'. Regular communication and strong partnerships with families ensured the childminder had the most up-to-date information, allowing them to consistently meet children's needs and support their development at a pace that suited each child.

Parents provided healthy lunches and snacks for their children. We observed one child having a snack while seated comfortably in a low-level chair with a tray, as the childminder sat nearby, chatting and ensuring their safety while eating. This created a safe and sociable mealtime experience. The childminder had completed food hygiene training and was familiar with 'Setting the Table' guidance. They took account of children's dietary requirements and food preferences, which supported their overall health and wellbeing.

The childminder provided daily opportunities for rest and sleep, in line with children's individual needs and home routines. They were attentive to children's sleep cues and offered comfort items such as blankets and dummies when needed. When children woke, they were spoken to softly, offered cuddles, and given reassurance. The childminder responded with patience and spent time with each child until they felt settled and ready to play. Sleeping children were monitored, this helped keep them safe and supported them to feel secure and rested.

Procedures were in place to ensure the safe storage and administration of medication. At the time of the inspection, no children required medication. The childminder confidently explained these procedures, supported by a policy and recording system. This ensured that medication was well managed and kept children safe.

Quality Indicator 1.3: Play and learning

Children were confident and happily led their own play. They independently explored a variety of toys and materials, including books such as *Dear Zoo*, toy cars, dolls and a pram. We observed that children particularly enjoyed dancing and singing, which added a lively and joyful element to their play. We discussed the benefits of continuing to build on open-ended resources to further enhance their play experiences. Children made independent choices and explored materials that captured their interests, helping to inspire their play and support their learning.

The childminder selected toys and set up experiences that reflected children's interests and supported their development. We observed play that promoted early literacy and numeracy through stories, songs, the use of interactive books, and stacking cups and blocks used to explore colours and counting. Children were happy, engaged, and eager to repeat activities, which the childminder encouraged through skilled interactions. They responded to children's cues, knowing when to support and when to step back, helping to build confidence and resilience. The childminder chatted with children, giving them time to express themselves and repeating words to aid language development. This resulted in children who were motivated, confident, and well supported to grow and learn.

Outdoor play was valued by the childminder, who recognised its benefits for children's development and learning. Children spent time outside each day and had regular opportunities to explore both the garden and the local area. One parent commented, 'They play in the garden, at the park, go on outings, even if the weather isn't great, the childminder is happy to have them dressed appropriately and out for fresh air and fun'.

Exploring the local community provided valuable opportunities to extend outdoor play and learning. The childminder made great use of the area by taking children to toddler groups for play, crafts, stories, and sensory activities. Children also enjoyed regular walks, visits to the shops and library, trips to local parks, and outings to a fairy trail garden. They often walked or used public transport, which gave them real-life experiences and helped them learn about the world around them. Outdoor play supported children's physical development, independence, creativity, and overall wellbeing. As a result, they felt connected to their community, made friends, and grew in confidence and curiosity.

The childminder regularly recorded children's progress and achievements, sharing photos and observations with families through WhatsApp to keep them informed and involved. SHANARRI wellbeing indicators, part of the Scottish Government's GIRFEC (Getting it right for every child) approach, were used to support and track each child's development. These focus on helping children be safe, healthy, achieving, nurtured, respected, responsible, included, and active. Each child also had an 'All About Me' progress booklet with observations, photos, and key milestones. For example, tracking when they learned to sit up, crawl, stand, and walk. These were shared throughout the child's time and given to parents as a keepsake when they moved on. This supported ongoing communication and celebrated each child's progress. As a result, children were progressing well and their families were actively engaged in their learning journey.

Parents shared positive feedback about the care, play and learning experiences their children received. One parent said, 'My child absolutely thrives with the childminder; they love them and are always excited to go. Over the past year, my child has developed so much and enjoys spending time with the other children and participating in all the activities the childminder arranges. It's clear the childminder is very fond of my child and genuinely cares for them'. Another parent shared, 'The childminder consistently engages the children with activities, outings, and takes them to toddler groups, which my child loves and has been wonderful for their development and socialisation'.

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 clean, cosy, and welcoming, creating a warm, homely atmosphere for the children. The minded areas were bright and filled with natural light, offering plenty of space for children to move freely, play, and explore. The living room included comfortable seating that supported relaxation and social interaction. As a result, children felt secure, relaxed, and at ease.

A range of age-appropriate toys and resources were set out in the living room for children to explore. A low-level ottoman filled with additional resources allowed children to make independent choices and explore freely. The childminder told us that a wider variety of toys and resources were stored in a cupboard and could be easily accessed and rotated based on the age and interests of the children attending. This supported children to lead their own play and enjoy their time in a welcoming, well-organised environment.

Children had access to a large, secure, and well-maintained garden, offering safe and engaging outdoor play experiences. A trampoline was available for older children, with safety measures in place. The childminder told us the garden was set up to reflect children's interests, and that children could independently choose from a range of resources stored outdoors to support different types of play. Parents agreed their children played outside daily, with one commenting, 'My child enjoys playing in the childminder's garden'.

Appropriate measures were in place to minimise the risk of infection, supporting children's health and wellbeing. These included regular cleaning of areas and resources, as well as encouraging good personal hygiene, such as hand washing. The childminder used gloves and aprons when changing nappies to maintain hygiene standards. The toilet was well stocked with toilet roll, soap, and single-use paper hand towels. As a result, children were cared for in a clean and safe environment with minimised risk of infection.

The childminder carried out regular risk assessments and visual checks to identify and minimise hazards within the environment. Records were kept to show when these had been reviewed and updated, and were stored in a dedicated book for ongoing reflection. The environment was well maintained, and a detailed folder was kept with up-to-date information on safety checks, including smoke alarm tests, fire evacuation logs, boiler maintenance, and children's attendance. One parent commented, 'I feel at ease knowing the childminder is doing everything right to make sure my child is safe'. These measures ensured children were cared for in a safe and well-organised setting that supported their health, security, and overall well-being.

Procedures were in place to record and share accidents and incidents with parents, keeping them informed. The childminder kept copies of the records to track any patterns. Having First Aid training gave the childminder the confidence to provide children with appropriate care should an emergency arise, helping to maintain a safe and caring environment.

Children and families' privacy was protected through the safe storage of personal information. The childminder was registered with the Information Commissioner's Office (ICO) and took steps to ensure personal data was stored securely. This helped maintain confidentiality and safeguard sensitive information.

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.

We found the childminder to be friendly, approachable, and professional. They engaged well with the inspection process and reflected positively on the service they provided. The childminder welcomed improvements and was keen to make any changes that would benefit children and families and further support the high-quality care already being provided.

The childminder had clear aims for the service, which were shared with families before they started, to ensure the service was the right fit for their needs. Families also received key service information, including details about the childminder, their experience, and their family. A full set of policies was shared with parents, and these were reviewed annually. Parents were asked to sign to confirm they had read and understood any updates. This approach helped keep families informed about any changes and ensured consistent communication. As a result, families felt confident in the service, were well-informed, and experienced a consistent and well-managed approach to their child's care.

The service aimed to provide a caring and friendly environment where children felt safe, comfortable, and happy. This was clearly reflected in practice during our visit. We saw children were well cared for in a nurturing and engaging setting by a kind and attentive childminder. We observed children playing happily together, making choices in their play, and exploring activities in a safe, well-organised space. This approach helped create a positive environment where children felt secure, confident, and ready to learn.

Settling-in visits were flexible and tailored to meet the individual needs of children and their families. The childminder showed commitment to accommodating families wherever possible, providing support that helped children settle comfortably. One parent shared, 'really felt apprehensive about leaving my child with someone else, but I honestly couldn't be happier with the service provided and feel completely at ease. The childminder genuinely wants the best for the children and has been so flexible and accommodating whenever we've needed her to be'. This approach showed strong leadership and a responsive service that prioritised the wellbeing of children and families.

The childminder was well organised, with folders of information and records readily available and easy to understand. A weekly planner was displayed, outlining detailed plans for the week while allowing flexibility to adapt based on the children's interests. The childminder was reflective about the service and committed to ensuring continuous improvement.

Children and families' views were valued, with feedback actively gathered through both informal and formal methods. This included daily conversations, WhatsApp messages, regular questionnaires, and settling-in questionnaires to help ensure parents felt confident and happy from the start. The childminder also shared updates about children's development, daily routines, and important health and safety information. This approach kept families well informed and offered opportunities for parents to share suggestions and ideas, helping them feel respected and involved in shaping and improving the service.

As a member of the Scottish Childminding Association (SCMA), the childminder made good use of available resources, such as accident, medication, and child protection pro forma templates, to maintain safety standards. They also benefited from a supportive network that offered opportunities to share experiences

and best practices with other professionals. This helped the childminder consistently provide a safe and nurturing environment, leading to positive outcomes for the children.

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 spoke warmly about their love for the children in their care and how they prioritised the needs of both children and families in their approach. With a wealth of knowledge and experience, they were enthusiastic and passionate about their role. One parent shared, 'I think the childminder is great at her job and would recommend her to anyone with kids'.

Strong relationships, as well as long-standing ones, had developed over time, with several families returning to the service. This gave the childminder confidence they were meeting their needs and wishes. Children and families benefited from the childminder's detailed knowledge of each child's routines, interests, and family life. A warm, family atmosphere was evident, with siblings of children currently attending, who had previously been cared for by the childminder, sometimes visiting at drop-off and pick-up times. This helped create a strong sense of familiarity and belonging. These respectful, trusting relationships helped children feel secure, valued, and confident in the childminder's care.

The childminder was committed to ongoing professional learning to support children's care, development, and wellbeing. They completed a range of training courses, including child protection, first aid, and food hygiene. They kept records to ensure their training remained up to date. The childminder had also undertaken training on understanding child development for children aged 0-3 years, reflecting the needs of most children currently attending the service. They spoke confidently about plans to continue developing their skills and identified further training as a key priority. Additionally, the childminder had sourced books for professional development focused on how children develop and learn, as well as developing floor books to enhance their practice. As a result, the childminder built on their knowledge to improve outcomes for children.

Regular updates from the Scottish Childminding Association (SCMA) and the Care Inspectorate Hub were received by the childminder, helping them stay current with best practice and guidance. They also built positive links with other local childminders, creating a supportive network for sharing ideas and good practice, as well as meeting up at toddler groups for the children. These professional connections helped the childminder reflect on and enhance their practice, ensuring they continued to meet the individual needs of every child. This meant, children were well supported and experienced a nurturing environment where they could grow, learn, and develop with confidence.

The childminder understood their role in protecting children and keeping them safe from harm. They had completed child protection training and confidently described the steps they would take, including who to contact if they had concerns about a child's wellbeing or welfare. A policy was in place to support this practice. The childminder also had a chronology template on hand, along with a detailed recording form for logging any concerns. This meant the childminder was prepared to respond appropriately to concerns and help keep children safe.

Parents were very happy with the service provided and shared positive feedback about the childminder. One parent said, 'The childminder is very approachable, kind, and communicates well with me. I would recommend them to family and friends'. Another commented, 'The childminder has been caring for me and my kids for 10 years now. They are very good at their job, and I trust them 100%. I'm very happy with them looking after my children'. One parent also said, 'My child loves going and asks for the childminder throughout the week, saying they are 'so much fun'. These comments highlight the strong relationships built with families and how much children enjoyed their time in the childminder's care.

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?	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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