

McKenzie, Carey Child Minding

Glasgow

Type of inspection:
Unannounced

Completed on:
20 August 2025

Service provided by:
Carey McKenzie

Service provider number:
SP2009976026

Service no:
CS2009234018

About the service

Carey McKenzie provides a childminding service from the family home within a quiet residential area in the north west of Glasgow. Children access an open plan lounge, kitchen, family dining space, downstairs toilet and back garden. The service is conveniently located close to schools, nurseries, shops, parks and woodland areas.

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

About the inspection

This was an unannounced inspection which took place on 19 August 2025 between 09:40 and 12:40. Feedback was given by telephone on 20 August 2025. The inspection was carried out by one inspector from the Care Inspectorate. At the time of inspection three children were present.

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 three people using the service
- received electronic feedback from three families who used the service
- spoke with the childminder
- observed practice and daily life
- reviewed documents.

Key messages

- Children experienced caring, nurturing and loving interactions that supported strong attachments with the childminder.
- Children experienced care in an environment that was homely, warm and welcoming.
- Children were at the heart of the service and were cared for by a childminder that knew them and their families well.
- Opportunities for play and learning were enhanced through positive connections outdoors and in the local and wider community.
- The childminder demonstrated an outstanding approach to their professional learning that contributed positively to children's care, play and learning.

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?	6 - Excellent

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 was caring, nurturing and respectful in their approach and interactions. Children received cuddles, reassurance and loving care from a childminder who knew them well. This strengthened strong attachments and trusting relationships. All parents were very happy with the quality of care their children received. One parent commented, "[The childminder] is nurturing and kind and my child really does love being looked after by them. My child has a great attachment to them which is testament to the safe and nurturing environment they have created." This helped children feel safe, respected and loved.

Children were cared for by a childminder who knew their personalities and individual needs very well. Positive relationships with families ensured parents were fully involved in creating personal plans for their children that contained key information, such as, their interests, likes, sleep preferences and health care needs. Plans were reviewed and updated on an ongoing basis. In addition to this the childminder observed and tracked children's development to identify areas of support. This information, along with information in plans was used to create meaningful targets for children. Parents spoke positively about their involvement with their child's care and support. One parent shared with us "[The childminder] has supported our child's development with our views being taken into consideration." This enabled the childminder to provide individualised support and care that was right for children to support them to thrive.

Children experienced mealtimes that were relaxed and unhurried. The childminder had a good understanding of children's dietary and nutritional needs and provided healthy snacks and homemade meals. Children sat together at the family table and happily chatted with each other. During snack the childminder provided support to a baby who was tired. This meant the childminder could not sit at the table alongside children. However, the childminder positioned themselves in the space to ensure children were fully supervised and safe whilst eating and enabled them to engage children in social conversations. This meant snack was a safe, sociable and enjoyable experience for children.

The childminder was attuned to children's personal care needs and responded intuitively to their cues. They were respectful of older children's wishes of not wanting help when accessing the toilet. This supported children's dignity, independence and confidence. Sleep routines for younger children reflected their preferences and respected family wishes. Safe sleep checks ensured children's safety whilst sleeping. This ensured children of all ages were well cared for and felt respected.

Quality indicator 1.3: Play and learning

Children were relaxed, happy and confident in exploring the environment. The childminder was aware of children's current interests and provided resources and experiences to support this. A selection of resources were available to meet children's age and stage of development, such as, cause and effect toys for younger children and construction for older children. Resources were easily accessible and enabled children to make independent choices to lead their own play and learning. We suggested introducing some natural, open ended resources and materials to further support children's creativity, curiosity and imaginative play.

The childminder was skilled in interacting with children to support their play and learning. They used praise and encouragement to help children work together, to share blocks and use Duplo to create a castle. This supported positive relationships and built close friendships between children. The childminder played alongside children and used questions such as, 'what if' and 'what else' to extend children's thinking and develop problem solving skills. Children's ideas for play were listened to and facilitated. For example, children asked if they could make a den and the childminder encouraged them to think about how they were going to do this. This led children to gather blankets, and with help from the childminder, put them over the sofa. Children were delighted with their den and demonstrated their joy through giggles and squeals of excitement as they hid inside. This supported children to feel respected and contributed to deep levels of engagement in play.

Children's language, literacy and numeracy development was being promoted through daily conversations, positive interactions and enriching experiences. The childminder used their knowledge and skills as a trained bookbug leader to provide daily opportunities for stories, songs, rhymes and games. Children of all ages enjoyed sitting closely together and sharing stories. The childminder encouraged children's participation through pausing when reading to allow children to fill in the missing words. This supported children's language development and promoted their listening and talking and skills.

Planning was child led and responsive to children's needs and interests. Talking and thinking books were used to encourage children's ideas and plan meaningful learning experiences. These were linked to the Curriculum for Excellence (CFE), demonstrating how experiences promoted key areas of learning. Photos and children's comments were used to capture children's experiences and parents were encouraged to make comments in the books. This supported children and their parents to be meaningfully involved in play and learning. We suggested evaluating children's learning. This would support with planning next steps and extending opportunities for depth and challenge in children's learning. The childminder agreed and shared their plans about developing this further.

Children's play and learning was enhanced through daily opportunities for outdoor play. In addition to outdoor play in the garden, children enjoyed visits to local woodland areas, parks and accessed amenities in the wider community. For example, children had enjoyed a recent trip to the Riverside museum to support their interest in cars. Children enjoyed outdoor play and spoke positively about this. Some comments included, "I like playing outside all the time, every day, sliding down the big slide" and "I like the swings at the park." This supported children's connections to their local and wider community and contributed positively to their physical health and emotional wellbeing.

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 have evaluated this key question as very good.

Quality indicator 2.2: Children experience high quality facilities

The childminder created a warm, welcoming home where children and families were valued and respected. Children had access to an open plan lounge, kitchen and family dining space. The areas used by children were clean, tidy and comfortably furnished. Soft furnishings and children's drawings helped create a cosy and homely feel. Parents spoke positively about the setting and shared with us, "[The childminder's] home is exceptionally clean and tidy. They have made sure their home is accessible to my child and that they feel safe there". This helped children to feel valued and supported their sense of belonging.

Children moved freely throughout the open plan space to support their play. The lounge area offered a calm, cosy space where children could rest, relax, share stories and songs. This was further enhanced with the addition of a smaller cosy space with a rug, small bean bags and a selection of books in the family dining area. A variety of resources were laid out, such as, musical cause and effect toys for younger children and construction for older children. This meant children could safely and easily access them. Additional resources were stored in cupboards that the children were aware of and could ask for. This gave the strong message to children that they mattered.

Large sliding patio doors and full size windows provided plenty of light, natural ventilation and a full view of the garden space. Patio doors were open to allow children to freely access the safe, secure garden area. Outdoor resources including a wooden kitchen, climbing frame with slide and sand pit promoted physical health, sensory and imaginative play. As part of the service improvement plan, the childminder had identified that the garden space would benefit from more sensory, open ended, natural resources to support children's curiosity, creativity and inquiry. We agreed and were confident plans in place would support this.

Risk assessments supported the safety, health and wellbeing of children, and included daily assessment of the indoor and outdoor environments. The childminder continuously assessed and responded to any potential risks throughout the course of the day and included children in this process. For example, the childminder encouraged older children to pick up colouring pens that had fallen on the floor. They explained this was so younger children couldn't pick them up and put them in their mouths as this was not safe. This promoted children's awareness of identifying and managing risk and enabled children to explore freely and securely in an environment that was safe.

Good infection control practices protected children from the potential spread of infection. Children were cared for in spaces that were clean, tidy and well maintained. Regular handwashing took place at key times such as mealtimes, toileting and nappy changing. Gloves and aprons were worn by the childminder when providing personal care to minimise the spread of germs. These practices created a clean and hygienic environment to keep children healthy.

How good is our leadership?

5 - Very Good

We found significant strengths in aspects of 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 improvement are led well

The childminder cared deeply about the service they provided for children and families. They shared their vision which focused on providing a home from home environment where children felt safe, happy and loved. Emphasis was also placed on promoting children's voices and working in partnership with families. We were confident that the vision underpinned practice at the service and could see it positively reflected in the way children received care.

The childminder was committed to continually improving the service. They had participated in training for self-evaluation and had used best practice frameworks to support them with this. This helped the childminder identify strengths and areas for improvement within the service. One area for improvement included strengthening children's voices when planning experiences. We observed how some progress had been made within this and the positive impact this had. For example, children's voice was being promoted and captured through talking and thinking books when planning learning experiences. This sent the message to children that their opinions mattered.

The childminder understood the importance of consultation with children and families. Formal and informal methods were used to support parents and children to contribute their views. This included parent and child questionnaires, evaluation forms, and regular verbal conversations. All parents strongly agreed they were involved in developing the service and commented positively on this. They shared: "[The childminder] asks for feedback and is always trying out new things" and "[The childminder] and I regularly chat about how they plan to develop the service and always welcomes my input." Any changes actioned as a result of conversations were shared with parents. This helped parents understand how their views helped shape the service.

Robust processes were in place for gathering and recording information across a range of areas, including personal plans, medication and accidents. We suggested processes could be further enhanced through audits. For example, auditing accidents would support the childminder to identify types and frequency of accidents and inform any actions taken to support children's care and wellbeing needs.

How good is our staff team?

6 - Excellent

We evaluated this key question as excellent where performance was sector leading with outstandingly high outcomes for children.

Quality indicator: 4.1 Staff skills, knowledge, and values

The childminder was aspirational and demonstrated an enabling attitude which helped children reach their potential. They demonstrated an outstanding commitment to professional development and consistently engaged in training and reflective practice to enhance their knowledge and skills. This proactive approach ensured that they remained up to date with best practice. As a result, children benefitted from high quality care and learning experiences that were tailored to their individual needs.

The childminder had achieved a degree in Early Childhood Education and were due to begin a masters qualification in September. This learning had afforded the childminder a sound knowledge and understanding of child development and theory. They used what they had learned to provide a breadth of rich play and learning experiences for children. The childminder applied what they had learned to their practice. This positively impacted on children's wellbeing, allowed them to develop at a pace that was right for them and enabled them to flourish as individuals.

Children's language and communication development was exceptionally strong as a result of the childminder's learning. The childminder had participated in 'bookbug' training and utilised this at every opportunity to support children to achieve. Bookbug sessions focus on stories, rhymes and having fun. Through these interactive experiences children were developing their confidence, building connections and developing their speech and language. The childminder often delivered these sessions at the local play café which deepened children's love of reading.

The childminder understood the importance of continually reflecting on their learning. They shared their knowledge and skills with other childminders in the local area and on a wider scale through an online platform. This demonstrated a strong commitment to improve children's experiences and outcomes across the childminding sector.

Relationships with children and families were at the heart of the service. The childminder cared deeply about their role and had a genuine love for the children in their care. Children were consistently supported

with respectful, loving and nurturing interactions and had formed very strong attachments with the childminder. Parents spoke very highly of the childminder and valued the high quality of care they provided. Some comments included:

"I can't tell you enough how brilliant the service has been"

"I trust [the childminder] implicitly with my child"

"[The childminder] has been so helpful in putting us at ease. They are so welcoming and approachable, and it is clear they genuinely care about all children they look after"

"[My child] likes being in [the childminder's] home as it feels safe. [My child] loves [the childminder] and often talks fondly about them when we are driving past or telling us stories about their day, at home."

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?	6 - Excellent
4.1 Staff skills, knowledge and values	6 - Excellent

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