

# Pamela Cox Childminder Child Minding

Glasgow

**Type of inspection:**  
Unannounced

**Completed on:**  
13 August 2025

**Service provided by:**  
Pamela Cox

**Service provider number:**  
SP2014986520

**Service no:**  
CS2014333336

## About the service

Pamela Cox operates a childminding service from their family home in Milngavie area of East Dunbartonshire. The children are cared for in the lounge area and have access to a kitchen and toilet on the ground floor. Children also have access to a secure private back garden for outdoor play.

The childminder makes good use of local amenities such as toddler groups, the library and parks to extend the quality of children's experiences.

The childminder may care for a maximum of 6 children at any one time up to 16 years of age; of whom no more than 6 are under 12 years; of whom no more than 3 are not yet attending primary school and; of whom no more than 1 is under 12 months.

Numbers include the children of the childminder's family/household.

## About the inspection

This was an unannounced inspection which took place on 13 August 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 three 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

- Children experienced warm, kind, and responsive interactions from the childminder.
- Positive relationships had been built with children and families, with the childminder seeking their views and ideas to support the development and improvement of the service.
- Children were confident and happily led their own play, exploring and engaging with toys and resources of interest to them.
- The childminder made good use of the local area, which supported children in becoming connected with their community.
- The childminder worked closely with a local group of childminders, showing a reflective and proactive approach to improvement.

## 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 created a warm, welcoming and friendly environment, helping children feel confident and comfortable in their care. They experienced nurturing interactions, including cuddles, praise, and encouragement. One parent commented, 'The childminder is nurturing and caring and my little one loves them and all their buddies.'

Interactions were caring, and responsive, fostering strong, trusting relationships. The childminder encouraged independence while remaining nearby to offer gentle reassurance and support when needed. For example, when using the steps to the back garden, they sensitively held children's hands, helping them feel safe and confident. This nurturing approach helped children feel secure, build their confidence and encourage their growing independence.

Strong partnerships had been established between the childminder and families, with regular sharing of information about children's likes, dislikes, interests, and health needs. The childminder knew the children well and spoke confidently about their routines and preferences. Open communication through face-to-face conversations and WhatsApp helped keep everyone informed. Personal plans for each child reflected their current needs and routines, supporting them to feel valued, and well cared for. One parent commented, 'Myself and the childminder discuss weekly the progress of my child and take note of any concerns or plans I have in place that I wish them to carry on whilst they are in the childminders care'. As a result, strong partnerships helped children receive the support they needed to thrive at their own pace.

Children were supported to rest and sleep when needed. Cushions and a comfortable couch were available for those who wished to rest. The childminder told us how they safely monitored children while sleeping. They also provided lie-flat buggies and travel cots to promote safe sleep, following individual routines from home. The childminder also confirmed that children were closely supervised when sleeping and could sleep indoors or outdoors. One parent commented and told us that their child has a nap in the cot or pram every day. These arrangements helped ensure children felt safe, comfortable, and well-rested, supporting their overall wellbeing and development.

Personal care routines were carried out sensitively and respectfully. The childminder positioned themselves to maintain supervision of other children while attending to individual needs. Children were taken indoors for nappy changes in a discreet manner, respecting their privacy and dignity.

Mealtimes were calm and enjoyable. Children sat together at a low-level outdoor table. The childminder joined them for snack, chatting and ensuring their safety whilst eating. Healthy food, such as banana and watermelon, were offered and enjoyed, with children responding positively, saying 'yum yum'. The peaceful outdoor setting, with birds chirping, added to the relaxed atmosphere. Parents provided lunches, with the childminder encouraging healthy, nutritious choices. They also supplied water bottles ensuring children were kept hydrated. Mealtimes were positive, supporting independence, social skills and healthy eating habits.

Transitions and settling-in processes were well considered. Families were offered a flexible settling-in period, where the child spent time gradually building up time in the setting. The childminder adapted the process based on individual needs, offering longer periods when required. Returning families and siblings were also supported to settle smoothly, with the childminder drawing on previous knowledge to ease transitions. They were reflective and adjusted their approach to best support each child. As a result, children settled at their own pace, helping them feel confident and ready to engage in play and learning.

Procedures were in place to ensure the safe storage and administration of medication. The childminder confidently explained these procedures, which were supported by a clear policy and recording form that included parental consent. This ensured that medication was well managed and kept children safe.

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

The childminder was responsive to children's interests and supported them in making choices about their play. During the inspection, children played outdoors and confidently selected resources that captured their attention. They were engaged and curious, freely exploring their environment. The childminder interacted warmly and attentively, encouraging children's ideas and supporting their learning through conversation and play.

We observed children respond positively when the childminder set up the role-play kitchen. They enjoyed pretending to prepare food and drinks, using props like oven gloves, and excitedly reacted with comments such as 'wow'. Children remained engaged and interacted well with the childminder throughout these experiences.

Children had access to a variety of resources that promoted creativity, exploration and physical play. We observed children transporting items in buckets, mixing sand and water to make mud pies, and transferring materials between trays and exploring on a small climbing frame. These experiences encouraged problem-solving and imaginative play. Children also played together at a sloped area, laughing and smiling as they rolled toy cars and tractors down the hill. They repeated this activity with enthusiasm, showing enjoyment and developing social skills.

Children worked together with the childminder to build a castle, which was a favourite activity for some. They spent time examining the knights and naming parts of their bodies and clothing, showing interest and developing their vocabulary. Children also built a train set with the childminder, taking turns and engaging in conversation for example, 'the plane is going to land, let's make a runway'. These interactions promoted literacy and numeracy through play, with the childminder supporting learning in a natural and meaningful way.

The childminder followed children's interests and adapted the daily routine to suit their age and needs. Most days were spent out in the local community, attending toddler groups, visiting the library, feeding the ducks and exploring nearby parks. Spending time in the community further enhanced children's learning by offering opportunities to build friendships, develop social skills, and engage with new experiences beyond the home setting.

Parents also commented positively on the range of experiences their children were involved in, with comments including, 'My child goes to toddlers, the park, soft play, music, library, walks to feed the ducks, and plays in the garden'. These varied experiences supported children's development and enriched their daily learning.

The childminder regularly recorded children's progress and achievements, using a range of methods to keep families informed and involved. Learning was shared through WhatsApp and individual folders for each child, which included photographs, comments, and observations of what the children had been doing and achieving. The SHANARRI wellbeing indicators, part of the Getting it Right for Every Child (GIRFEC) 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. The childminder used these tools to monitor progress and ensure individualised support was in place, helping each child move forward in their learning and development. Parents were actively involved in this process, allowing them to contribute to and celebrate their child's progress and achievements.

## 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, tidy, and welcoming. It was well organised and thoughtfully set up to support children's safety, comfort, and independence. Parents agreed and told us, 'My child has a good routine in an environment where they are safe, happy and comfortable' and another shared, 'the childminders house is a safe, well maintained and secure environment'.

Risk assessments had been completed for the premises and were reviewed regularly, including before visiting new places. Throughout the day, the childminder carried out visual checks to help identify and reduce any potential hazards. When attending busy groups or soft play areas, they considered alternative options to ensure children remained safe and their wellbeing was supported.

Additional safety and compliance measures were in place, such as regular fire drills, fridge temperature checks, attendance records, and smoke alarm maintenance. These were well documented and kept in a dedicated folder. These checks helped contribute to a safe and well-managed environment, supporting children's health, safety, and overall wellbeing.

Indoor areas were clean, well maintained, and arranged to support both play and relaxation. Easy clean highchairs with footrests were available to support children's comfort during mealtimes, and a low-level table provided an alternative seating option. The toilet area was clean and tidy, stocked with hand soap and single-use paper towels. A step was available to support children's independence when handwashing at the sink, we observed good handwashing practices were during the inspection. As a result, children were cared for in a clean, comfortable and safe environment with minimised risk of infection.

Children benefited from access to both indoor and outdoor spaces, with free flow between the living area and garden. The garden was securely fenced with locked gates and shaded seating areas, creating a safe and inviting space for outdoor play. On the day of inspection, children spent most of their time outdoors, it was a warm day, the childminder spoke about sun safety and how this was supported. For example, children wore sun hats and sun cream, and had access to water, to keep them hydrated as well as access to shaded areas for rest.

The childminder had completed food hygiene training and demonstrated a clear understanding of safe food preparation practices. Snacks were prepared in line with children's age and stage, with appropriate

measures in place to reduce the risk of choking. Regular cleaning maintained high standards of hygiene, and gloves and aprons were used during nappy changes.

Accident and incident forms were completed and stored securely in children's personal files. Copies were shared with parents, who were also informed of any signs to look out for and advice on who to contact if they have concerns, after a head bump. The childminder was first aid trained, giving them confidence in how to respond if an emergency were to occur, helping to keep children safe.

Children and families' privacy was respected through the secure storage of personal information. The childminder was registered with the Information Commissioner's Office (ICO), demonstrating a commitment to data protection and confidentiality.

## 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 improvement are led well

The childminder had a clear vision and set of aims for the service, which were shared with parents and carers before children started. This helped families decide if the setting was right for them. Information about the childminder and their family was also shared, helping to build trust and familiarity. The positive relationships and approach meant some families chose to return to the service, showing their confidence in the care provided.

One of the main aims of the service was to work in partnership with parents while providing a safe, stimulating environment that is fun, flexible, and practical for children. This included involving families in the day-to-day aspects of their child's care and learning. During our visit, we observed children playing, learning, and having fun in a clean, safe, and well-organised environment, clearly reflecting the childminder's aims in practice.

Regular communication supported strong relationships between the childminder and families. Parents were welcomed daily and encouraged to share information about their child. The childminder used a variety of methods, including WhatsApp, email, photos, and face-to-face conversations, to keep families well informed. Each day, parents received a detailed message with key information about their child's routine, activities, and experiences, as well as parents' comments section to encourage feedback. One parent shared, 'The childminder always updates me at the end of the day with everything my child has done, including trips/outings, food, sleep, etc'. Parents' comments and views were valued and helped inform improvements within the service, ensuring care remained responsive and tailored to each child's needs.

The childminder demonstrated an organised approach to self-evaluation, showing a commitment to continuous improvement. An annual planner was used to identify monthly priorities, including scheduled reviews of policies and risk assessments. A practical checklist supported routine tasks such as medication audits, personal plan updates, and first aid box checks. The planner also included space to record self-evaluation focus areas and learning goals, offering a useful structure to guide reflection and improvement. We discussed with the childminder the benefits of consistently using the annual planner to support ongoing reflection and maintain best practice. It was recognised as a valuable tool for staying organised, tracking progress, and responding confidently to change.

Use of the Care Inspectorate's quality framework supported effective self-evaluation, with key questions helping to identify strengths and areas for development. We discussed simple ways this could be further developed in consultation with families to continue building on existing good practice. This showed a proactive and reflective approach, helping to support positive experiences for children and families.

Policies and procedures were in place and regularly reviewed to reflect current guidance. The childminder kept up to date with best practice and legislation through regular updates from the Scottish Childminding Association (SCMA) and the Care Inspectorate. This supported a reflective approach to maintaining high standards of care.

As a member of the Scottish Childminding Association (SCMA), they made good use of templates and training opportunities. Strong professional links had been built with other childminders, both locally and through the wider (SCMA) network. These connections were valued and supported the sharing of ideas and good practice, with opportunities to train together, host events, and organise shared play sessions. This helped further enhance the quality of experiences for children across the settings.

## 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 values

The childminder was experienced and demonstrated warmth and kindness in their interactions, helping children feel valued, loved, and secure. They recognised the importance of strong attachments and took time to get to know each child and their family, listening and responding to individual needs. Parents spoke positively about the childminder's caring nature, with one also commenting, 'The childminder listens and adapts to my child's routine'. This highlighted the trusting relationships built through consistent, responsive, and nurturing care.

On-going professional learning had a positive impact on the care and support children received. Some recent training included first aid, food hygiene, and allergen awareness. A training log was maintained to track progress and plan future development. Outdoor learning had been identified as a future training goal, reflecting the importance placed on outdoor play as part of the children's daily routine.

The childminder was fully engaged throughout the inspection and demonstrated a reflective, thoughtful approach to their practice. They discussed aspects of the service that had been reviewed, such as settling-in procedures, resources, and outings, to support continuous improvement. The childminder showed a strong capacity for change and a genuine willingness to take on feedback, with a clear focus on enhancing outcomes for children.

Child protection training had been completed, and there was a clear understanding of how to keep children safe. The childminder knew who to contact if they had any concerns about a child's wellbeing, as outlined in their child protection policy. This knowledge contributed to a safe and secure environment where children were well protected from harm.

The childminder operated in line with their conditions of registration and submitted any required variations in advance, demonstrating a proactive and organised approach. Their well-structured and organised



practice contributed to the smooth and effective running of the service, creating a reliable and consistent environment that supported positive experiences for both children and families.

Families shared individual comments reflecting their positive experiences with the childminder. One parent described the setting as a, 'welcoming environment that is like a home from home. My child is nurtured and safe there'. Another said, 'The childminder is organised and like a family member' and 'The childminder is very professional and provides a fun, happy and educational experience for my child'. Families also described the childminder as 'brilliant', highlighting their appreciation for the quality of care and support provided.

## 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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