

Laura Waddell Childminding Child Minding

Glasgow

Type of inspection:
Announced (short notice)

Completed on:
14 August 2025

Service provided by:
Laura Waddell

Service provider number:
SP2023000194

Service no:
CS2023000304

About the service

Laura Waddell was registered on 13th September 2023. The childminder is may provide 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. On the day of inspection one minded child was present.

The childminding service is located in the area of Eaglesham, East Renfrewshire. The service is close to local schools, parks and other amenities. The children are cared for in an open plan living, kitchen and dining room, and have access to a downstairs bathroom. Children also have access to an enclosed garden to the rear of the property.

About the inspection

This was a short-notice announced inspection, which took place on 14 August 2025 between 9:30 and 12:30. 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 one child using the service
- Gathered feedback from three families through online questionnaires
- Spoke with the childminder
- Observed practice and daily life
- Reviewed documents

As part of this inspection, we undertook a focus area. We have gathered specific information to help us understand more about how services support children's safety, wellbeing and engagement in their play and learning. This included reviewing the following aspects:

- Staff deployment
- Safety of the physical environment, indoors and outdoors
- The quality of personal plans and how well children's needs are being met
- Children's engagement with the experiences provided in their setting

This information will be anonymised and analysed to help inform our future work with services.

Key messages

- Children were supported by a childminder who was warm, kind and nurturing.
- Children engaged in regular activities in their local community which extended their play and learning.
- Children could rest and play in an environment that was warm, welcoming and homely.
- Children benefited from a childminder who continued to develop their culture of self evaluation and improvement planning.
- Children were supported by a childminder who continued to develop their professional knowledge, skills and practice.

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?	4 - Good
How good is our staff team?	4 - 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

1.1 Nurturing care and support

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**.

Children received nurturing care and attentive support from the childminder, who consistently showed kindness, compassion, and warmth in every interaction. By engaging at the child's level and responding sensitively to their needs, the childminder built strong, trusting relationships. The child present was confident and comfortable, happily approaching the childminder for stories and cuddles. This created a welcoming environment where children felt secure, valued, and emotionally supported. One parent told us the childminder "has created a warm and friendly environment in order to care for our children and others."

Mealtimes were relaxed, unhurried, and sociable. All snacks and meals were provided by parents, and the childminder ensured they were presented in line with parental instructions and preferences. The childminder actively engaged in conversation, fostering a sense of connection and enjoyment. We observed chatter and laughter, highlighting the importance of strong relationships and emotional attachment.

Each child had a personal plan in place, capturing key information such as likes, dislikes, and dietary preferences. This enabled the childminder to effectively support their current health, wellbeing, and developmental needs. One parent told us "I have completed forms and information about details relating to their care. (Childminder) has given me lots of (their) time in person and over text to plan this care specifically when we were preparing for my child to start with (them) in the beginning, and also anytime when reviewing changes." We discussed opportunities to further enhance these plans by including review dates and recording input from families.

Children's health needs were well supported. The childminder showed a clear understanding of their role in managing individual medical requirements if needed and was trained in first aid. We reviewed relevant policies, procedures, and documentation and were satisfied that these were in line with best practice.

Personal care was delivered sensitively and respectfully. The childminder showed knowledge of safe nappy changing practices and had appropriate personal protective equipment (PPE) and had a changing mat available if needed.

The childminder was familiar with safe sleep guidance and discussed this with families during the development of personal plans. Sleep routines were reflective of individual children's needs and family wishes. By doing so, the childminder promoted children's safety while ensuring they had opportunities for rest.

1.3 Play and learning

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**.

Children were meaningfully and actively involved in leading their play and learning through a balance of spontaneous and planned experiences.

During the inspection, the minded child was seen to be fully engaged and enjoying their play. The child demonstrated imaginative play, caring for a baby doll, playing with Barbies, and interacting warmly with the inspector by pretending to make lunch using a toy pizza and cutter.

The child also spent quality time with the childminder, drawing at the table and discussing their artwork. Through conversation, the child confidently expressed their enjoyment of "playing with dolls" and even suggested that the childminder consider adding more to the collection. They also shared their interest in painting and drawing. Outdoors, the child and childminder explored the mud kitchen together. The child particularly enjoyed the water basin, engaging in sensory play by filling and emptying containers. The childminder supported and extended the child's play through skilled questioning and interactions.

Children were confident, happy, safe, and enjoying their time at the childminders. One parent told us "The children both experience a range of opportunities such as crafts, construction, role play, outdoor play, reading and attending Bookbug for songs and stories. The children bring home their creations, talk about these experiences enthusiastically."

The childminder showed a thoughtful approach to supporting children of varying ages, ensuring activities strike a balance between engagement and challenge. They discussed the importance of providing more stimulation for school aged children, which was encouraged through STEAM based opportunities. For example, one child particularly enjoyed exploring the marble run. This approach supported the individual interests and developmental needs of the child, promoting meaningful learning experiences.

The childminder and children regularly made use of a variety of community spaces to enrich their learning and play experiences. For example, they often visit the local library to take part in Bookbug sessions, which promote early language and literacy development. They also explore the National Museum of Rural Life, Roukenglen Park, The Orry for forest play, as well as local play parks and soft play centres. These opportunities supported the children's social, emotional, and physical development, while fostering a connection with their community and natural environment.

The routine of the day was well balanced allowing opportunities for both structured and free flow play and learning. Children confidently and independently led their play by making their own choices about where to play and what experiences they want to take part in. The childminder made effective use of questioning during interactions, encouraging children to think critically, express themselves, and extend their learning.

The childminder catered to the children's age and stage of development. Children's learning was effectively documented in a journal that captured the experiences of all minded children. Their voices were reflected, alongside references to the wellbeing indicators. The use of WhatsApp to share learning and teaching was highly effective, providing parents with opportunities to engage, comment, and be actively involved in their child's learning journey.

Families told us about the activities their children enjoyed and valued regular updates about their children's progress. One parent told us "(Childminder) is happy to share with us what the children do each day and always passes on relevant updates/info at pick up and drop of points." and "They regularly play in (Childminders) garden and the local play park as well as other outdoor spaces on day trips."

Planning was child-centred and very responsive to children's interests and experiences. Overall, outcomes for children were positive, with progress acknowledged by both childminders and the children's families.

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**.

Children were cared for in a clean, bright, and well-furnished environment that felt comfortable and welcoming. The spaces promoted a home from home atmosphere, helping children feel safe, secure, and confident in their surroundings. One parent told us "The children get a home from home experience with a caring, consistent adult who shows affection, respect, and care for them."

Children were provided with an appropriately sized table and chair for mealtimes, ensuring they were seated comfortably and safely. This supported their physical wellbeing and encouraged positive mealtime experiences.

Both indoor and outdoor areas were developmentally appropriate and thoughtfully resourced. Children had access to a spacious garden with scenic views of surrounding fields, offering a sense of tranquillity and relaxation. The outdoor space included a mud kitchen and a football area, encouraging exploration and active play. The childminder encouraged free flow play between indoor and outdoor spaces, supporting children's ability to make independent choices about their play and learning.

A wide range of toys and materials supported imaginative and creative play, including a play kitchen, baby dolls, Barbies, cars, car mat and an ice cream stand. Creative exploration was encouraged through a dedicated chalk wall and a variety of art and craft resources for painting and drawing. Literacy and numeracy development were supported through a range of books, jigsaws, and games, with resources easily accessible to promote independence and choice. The childminder had extended their loose parts resources for children which stimulated their creativity and curiosity.

Children's health and wellbeing were well supported. The childminder showed a strong understanding of infection prevention and control, keeping a clean and well-organised environment. Good hand hygiene was encouraged and role modelled, and appropriate exclusion periods for illness were communicated to parents at enrolment, helping to reduce the risk of infection.

Risk assessments and fire safety checks were in place for both the home and outings. We discussed the benefit of developing more formal risk assessments for often visited locations, such as the local park or school walk. The childminder adopted a risk-benefit approach, allowing children to face challenges and learn to manage risks in everyday life.

Accident and incident records sampled were in line with current good practice guidance. The childminder was aware of their responsibility to notify the Care Inspectorate of any serious incidents.

Children's personal information was securely stored. The childminder was registered with the Information Commissioner's Office (ICO) and understood their responsibilities under the General Data Protection Regulation (GDPR).

How good is our leadership?

4 - Good

We made an evaluation of **good** for this key question, as several important strengths, taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant positive impact on children's experiences.

The childminder was friendly, welcoming, and engaged well in the inspection process. We found they had continued to grow and develop their service and confidence in their role. They had implemented the changes we requested at our previous inspection. This showed us the service had a good capacity for change. One parent told us the childminder is "personable and professional with a warm manner and is so approachable."

The childminder had created a template that supported a culture of self-reflection and self-evaluation, it highlighted the strengths of the service and the areas for improvement. The childminder had begun to utilise the quality framework indicators to evaluate and improve the play and learning opportunities they provided to children in their care. They effectively used the challenge questions how are we doing? how do we know? and what are we going to do now? We encouraged the childminder to continue to embed and sustain this practice as it will ensure positive changes and outcomes for children and their families utilising the service.

The childminder had introduced a yearly calendar to support them to undertake key quality assurance tasks each month. Including submitting their annual return. We found this system supported the childminder to deliver high quality care and support through the continuous development of the service.

The childminder engaged with parents to gather feedback and suggestions through face-to-face discussions, WhatsApp and survey monkey questionnaires. One parent told us the childminder is "is very easy to talk to with and has a warm personality." The childminder continued to explore ways to meaningfully engage families in the continuous improvement of their service. This showed us parents were comfortable to make suggestions and had the opportunity to be involved in the service.

Children's views were actively sought by the childminder who valued their ideas and opinions. We found children's voices were recorded in a floor book. The childminder was creating a questionnaire for school aged children, to expand their opportunity to meaningfully give their opinions and ideas when at the service. This showed us the childminder respected children's rights.

How good is our staff team?

4 - Good

We made an evaluation of **good** for this key question, as several important strengths, taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant positive impact on children's experiences.

The childminder was loving and compassionate in their engagement. This helped children to feel valued, loved, and secure. They knew the children well and could tell us about their individual personalities, interests, and care needs. It was evident they had formed strong attachments with the children on the day of inspection. One parent told us the childminder is "an excellent child minder who goes above and beyond. My children are happy in their care." One child told us the childminder is "nice and kind."

The childminder had completed training and professional reading which had extended their knowledge and skills in their role. The childminder could identify current best practice guidance they had read, such as the updated nappy changing guidance, then discuss some of the changes they had made to their service. We encouraged the childminder to continue with their plans for further professional development to support the delivery of high-quality care and play for children at their setting.

The childminder was reflective of the improvements they had made following our previous inspection and training undertaken. They could discuss the impact of training on their practice and outcomes for children. For example, providing more challenging experiences for school aged children using STEAM (Science, Technology, Engineering, Art, and Math). This ensured children were cared for by a childminder who was trained, competent and skilled in their role. One parent told us "My children have thrived since being cared for by the childminder."

Membership with the Scottish Childminding Association and the Care Inspectorate provider updates ensured the childminder kept up to date with best practice and legislation. The childminder had also accessed The HUB to explore the information available. We found the childminder had made stronger links with GIRFEC and the SHANARRI wellbeing indicators in their policies, paperwork, and floor books.

The childminder engaged with other local childminders to support a community of practice offering feedback, sharing good practice and suggestions relevant to their services. This supported the childminder to continue to develop their knowledge, skills and ensure a high quality of care and learning was provided to children and families.

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

To support children's health and wellbeing, the childminder should further develop children's personal plans to ensure they reflect and detail more fully any emerging or changing needs, next steps and support strategies that may be in place.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS), which state that: 'My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices' (HSCS 1.15) and 'My care and support meets my needs and is right for me' (HSCS 1.19).

This area for improvement was made on 23 August 2024.

Action taken since then

The childminder had developed their personal plans to ensure they contained relevant and up to date information for children. This included involving parents in updating any changes to a child's routines or needs. Plans were now linked with the SHANARRI wellbeing indicators.

We were satisfied with the progress the childminder had made. **This area for improvement has been met.**

Previous area for improvement 2

To provide a well-managed service, the childminder should ensure they keep all required records and submit required notifications and requested information to the Care Inspectorate. This includes, but is not limited to:

- submitting annual returns.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: 'I use a service and organisation that are well led and managed.' (HSCS 4.23).

This area for improvement was made on 23 August 2024.

Action taken since then

The childminder had revisited the guidance highlighted and had submitted their annual return at the appropriate time.

We were satisfied with the progress the childminder had made. **This area for improvement has been met.**

Previous area for improvement 3

To support a culture of continuous improvement, the childminder should implement their plans to monitor and evaluate all aspects of their service delivery and develop a plan with achievable targets that fully considers children's voices and views from parents.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19).

This area for improvement was made on 23 August 2024.

Action taken since then

The childminder had created a template that supported a culture of self-reflection and self-evaluation, it highlighted the strengths of the service and the areas for improvement. The childminder had begun to utilise the quality framework indicators to evaluate and improve the play and learning opportunities they provided to children in their care.

We were satisfied with the progress the childminder had made. **This area for improvement has been met.**

Previous area for improvement 4

To improve the childminder's skills and knowledge and to further enhance children's play, development and learning, the childminder should access up-to-date good practice guidance and training. This should include, but is not limited to:

- become familiar with the documents 'Your childminding journey' and 'My childminding experience'
- access The HUB on the care inspectorate webpage.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: 'I have confidence in people because they are trained, competent and skilled, are able to reflection their practice and follow their professional and organisational codes.' (HSCS 3.14)

This area for improvement was made on 23 August 2024.

Action taken since then

The childminder had completed training and professional reading which had extended their knowledge and skills in their role, including accessing The HUB, care inspectorate provider updates and other training provided by SCMA. We found the childminders knowledge, understanding and practice had developed. We were satisfied with the progress the childminder had made. **This area for improvement has been met.**

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?	4 - Good
3.1 Quality assurance and improvement are led well	4 - Good

How good is our staff team?	4 - Good
4.1 Staff skills, knowledge and values	4 - Good

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Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

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