

Cameron, Margaret Child Minding

Coatbridge

Type of inspection:
Unannounced

Completed on:
28 July 2025

Service provided by:
Margaret Cameron

Service provider number:
SP2018989774

Service no:
CS2018365417

About the service

Margaret Cameron's childminding service is provided from the childminder's home in a quiet residential area within Airdrie, North Lanarkshire. The childminder 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. At the time of inspection nine children were registered to the service. Three children were in attendance on the day of inspection.

Childminding takes place on the ground floor of the property. Children have access to a spacious living room, dining kitchen, conservatory and upstairs bathroom. Children also had access to two enclosed gardens to the rear and front of the property. The service is close to parks, schools, transport links and other amenities.

About the inspection

This was an unannounced inspection which took place on 28 July 2025 between 09:30 and 12:15. 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 of the service we:

- spoke with children using the service
- observed children play experiences
- spoke with the childminder
- looked around the home and garden
- reviewed service documents and records
- reviewed electronic feedback from five parents.

Key messages

- Children were happy and settled in the care of the childminder.
- Children experienced warm and caring interactions, supporting them to feel loved, safe and secure.
- Personal plans were in place for all children which supported meeting children's needs.
- Children accessed a wide variety of play opportunities that met their interests and stage of development.
- Children had opportunities to learn within their local and wider community and played outdoors everyday.
- The childminder was committed to their continuous professional development, which supported them to meet the needs of children.
- The childminder demonstrated a good understanding of child development, which they used to inform practice and contributed to high quality 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?	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 was very attentive to children's needs and their interactions were warm, nurturing and respectful. The childminder understood children's emotional needs and provided sensitive responsive care to support individual children. This supported children to feel reassured, safe and secure. One child told us "I like it here. [childminder] takes good care of us."

The childminder knew children's personalities and routines and listened to children to ensure they felt valued and secure in their care. One parent told us "[they] have taken the time to know and understand my [child] and knows when [they] are having an off days and knows how to make [them] feel better." One child told us "[they] always listen to me and ask what I would like to do."

Children's personal plans included important details like what they needed to ensure their health, wellbeing and safety needs were met. Parents contributed to plans and shared regular feedback about their children's progress and development with the childminder. This meant the childminder was able to tailor plans to reflect children's changing needs. The childminder observed children regularly to ensure that they were progressing with their learning and development. This helped the childminder to identify where children needed more support. Parents told us "we do always make a plan and keep it up to date" and "I'm kept updated every day on what my [child] has been doing and [childminder] is truly an amazing childminder."

Snacks and mealtimes were calm, relaxed and unhurried. Children helped to prepare food, which developed their independence and life skills, whilst also supporting them to consider their safety. Their social development was supported as they chatted and ate with the childminder. They benefitted from healthy and varied choices which included fruit, vegetables and home cooked meals. Children's water bottles were on hand to keep children hydrated throughout the day.

Children's care routines were responsive to their needs and reflected family preferences. For example, sleep routines. Through discussion, the childminder demonstrated a good awareness of safe sleep practice and worked towards this with families, as younger children joined the service. Overall we were satisfied that the childminder promoted safe sleep.

Quality indicator: 1.3 Play and learning

There was a good balance of children's choice and adult led activities to support children's play and learning. Children were enabled to make the most of their time at the service. This included opportunities to play with a range of resources as well as being able to rest and relax when this was needed. Children told us they liked to "play in the garden" and "we can sit in here and read books or draw pictures."

The childminder had a good understanding of child development, which meant experiences and play opportunities were based on children's development and individual learning needs. Children were actively involved in leading their play, ensuring a true child centred approach was embedded within the service.

The childminder carefully observed children's play to enable them to provide responsive approaches to further extend children's imagination and learning. Parents told us their children enjoyed "role play, reading, group games, outdoor play" and the childminder was "always creative to ensure all children are included in a range of learning experiences."

We observed sensitive and supportive interactions, which were appropriate to children's age and stage of development and supported their play and learning. Children were supported to engage in a variety of play experiences that developed their skills in language, literacy and numeracy. The childminder often asked 'what if' and 'I wonder' questions to encourage children to think for themselves, solve problems and gain excitement for learning. The inclusion of high quality toys and materials further enhanced children's ability to develop their language, communication and understanding of mathematical concepts. These included story books, jigsaws and lots of environmental print. This supported children's learning and development.

The childminder understood the importance of children having opportunities to play outdoors and promoted this very well in their service. One parent told us, "my [child] loves outdoors and [childminder] accommodates that." In addition to playing in the garden, children had opportunities to visit interesting and fun places in the local and wider community. This helped enrich children's learning and formed strong links with their community.

The childminder was beginning to use floor books to record children's voice and document their experiences and celebrations. This helped create a sense of belonging for children. The childminder should continue to embed this approach, providing opportunities for children to reflect on their play experiences.

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 welcoming, comfortable and well-ventilated with natural light. There was ample space for children to play together with their peers on their own and rest or relax. The indoor environment was structured to consider the age and stage of children present. As a result, children were settled and relaxed in the childminder's home. When describing the childminder's home, one parent told us it was "welcoming and nurturing." A welcome poster that the children had made was displayed. This gave children the strong message that they mattered.

The childminder had created spaces which enabled children to make independent choices and supported their play. There was a good balance between resources for older children and younger children, while also considering their individual needs and interests. Resources were rotated and changed to support differing interests of children. Additional resources were stored in a cupboard that the children were aware of and could access. This meant children could independently choose what they wished to play with. The environment gave children the message that they mattered and their needs and interests were respected.

The childminder had started to introduce loose parts. These are natural materials that do not have a specific function or goal. They can be moved, taken apart and arranged, providing endless opportunities for children to develop their curiosity, imagination and problem solving abilities.

We suggested they should continue to develop opportunities for loose parts play, both indoors and outdoors, to further enhance opportunities for children to explore their natural creativity. We signposted the childminder to the 'Loose Parts Toolkit.'

Outdoor play and learning were a priority for the service and good use was made of outdoor spaces, this included a wide range of parks and woodland spaces. The childminder told us that children enjoyed being outdoors in all weathers, thus supporting them to maintain a healthy lifestyle.

Children's safety and wellbeing was promoted through effective infection control practices, which minimised the potential spread of infection, supporting a safe environment for children. Children were encouraged and supported to engage in hand hygiene practices at key times, for example before snack and after visiting the toilet. Policies and procedures supported the childminder to minimise the risk of spread of infection in their service

The childminder's home was clean. Detailed risk assessments were in place to help ensure high quality facilities and safety of all children.

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 for their service and was motivated to ensure continuous improvement to support positive outcomes for children and families. The childminder engaged well with the inspection process and was responsive to our suggestions for development.

The childminder was aware of and was using the 'Quality framework for daycare of children, childminding and school-aged children' to support their practice. They had sought support from the Scottish Childminding Association (SCMA) to help develop self evaluation using the new SCMA tools. The childminder demonstrated that they had fully reflected on their practice and highlighted what they were doing well and what could be developed further. For example, the childminder had identified they would like to develop their approaches to involve children in planning, ensuring their voice is captured and influenced change within the service.

Parents who provided feedback told us they were meaningfully involved in the life of the setting. The childminder consulted with families both informally and formally to gather people's views. The childminder also shared the successes and achievements of the service with parents. Their professional approach and commitment to improvement ensured children experienced consistently high quality care, play and learning.

Policies and procedures were in place to support practice within the service. These were shared with parents, so they knew what to expect from the service. The childminder should continue to review these regularly to ensure they remain in line with current legislation and practice. We discussed where some policies could be further developed.

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

Children's wellbeing was supported by the childminder's kind and responsive approach. The childminder was patient and attentive in their interactions, creating a warm and supportive environment. This helped children feel safe, valued, and respected. Parents described the childminder as "very supportive and caring" and "accommodating and very caring and kind to my child."

The childminder demonstrated they had the appropriate skills and knowledge to support children attending the service. Their enthusiastic attitude was supportive of children to have fun in their play and to achieve their potential. For example, we observed the childminder join children at their level to complete puzzles and play games. As a result, children's independence, confidence and curiosity was promoted.

The childminder was experienced and confident in their role. Over the years as a childminder they had developed a wide range of skills and knowledge that enabled them to respond and support the individual needs of children. This demonstrated a very good understanding of children's development and the importance of providing nurture and positive attachments. This supported them to respond to their needs in a caring and nurturing manner, which helped to build good attachments and support children's wellbeing. One parent told us "[childminder] is attentive, patient and very caring in [their] approach, [they] are fun and creative with all the children, [their] home is a nurturing/playful environment."

The childminder had participated in a wide range of professional development opportunities and training courses to support them in their role. For example, they had recently refreshed their knowledge around food hygiene and child protection. They valued the importance of play and understood the benefits of a variety of outdoor play experiences to support children's growth and development. They had committed to training to support children with their language and communication development. For example, Bookbug at home training. The wide range of training helped them to provide individualised support for children that met their needs.

The childminder was a member of the Scottish Childminding Association (SCMA) and often engaged with other childminders. This provided opportunities to share ideas, gain knowledge and reflect on practice contributing to positive outcomes for children.

What the service has done to meet any requirements we made at or since the last inspection

Requirements

Requirement 1

In order to ensure that children feel confident in the people who support and care for them the provider must ensure: The service's conditions of registration are adhered to. To be completed by: 04 February 2022

This is to ensure care and support is consistent with Health and Social Care Standard 4.23: I use a service and organisation that are well led and managed. This is in order to comply with: Regulation 4(1)(a) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210)

This requirement was made on 30 November 2021.

Action taken on previous requirement

The service was adhering to their conditions of registrations. Registers were kept which demonstrated the childminder was operating within her conditions of registration. Children and parents within the service were happy and confident within the childminder's care.

Met - outwith timescales

Requirement 2

In order to ensure that children feel confident in the people who support and care for them the provider must ensure: Children are cared for in a smoke free environment and are not subjected to second hand smoke. To be completed by: 31 January 2022.

This is to ensure care and support is consistent with Health and Social Care Standard 3.20: 'I am protected from harm, neglect, abuse, bullying and exploitation by people who have a clear understanding of their responsibilities.' This is in order to comply with: Regulation 4(1)(a) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

This requirement was made on 30 November 2021.

Action taken on previous requirement

The childminder's home was clean and smoke free. Children were not exposed to second hand smoke at any time during their care at the service.

Met - outwith timescales

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

The provider should ensure that she adheres to the notifications and timescales within the records childminding services must keep and guidance on notification reporting document.

This is to ensure care and support is consistent with Health and Social Care Standard 4.23: 'I use a service and organisation that are well led and managed.'

This area for improvement was made on 30 November 2021.

Action taken since then

The childminder was aware of relevant notifications to submit to the Care Inspectorate. Since the last inspection and upheld complaint, all relevant notification had been submitted timeously to notify the Care Inspectorate of any changes to the service.

This area for improvement has been Met.

Complaints

Please see Care Inspectorate website (www.careinspectorate.com) for details of complaints about the service which have been upheld.

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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