

# Foley, Jeanne Child Minding

Glasgow

**Type of inspection:**  
Unannounced

**Completed on:**  
10 September 2025

**Service provided by:**  
Jeanne Foley

**Service provider number:**  
SP2003902663

**Service no:**  
CS2003004695

## About the service

Jeanne Foley's child-minding service is provided from the childminder's home in a quiet residential area within Cumbernauld, 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 13 children were registered to the service.

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 have access to an enclosed rear garden. The service is close to woodlands, parks, schools and transport links.

## About the inspection

This was an unannounced inspection which took place on 10 September 2025 between 12:30 and 14:45. 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 six 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 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 helped children to feel reassured, safe and secure. One child told us "I like it here. I'm happy." Parents told us "[childminder] has created an environment where our child is safe, nurtured and able to achieve. Our child is thriving in the high level care [childminder] provides" and "the most important and critical aspect in my opinion is the strength of the relationship [childminder] has with my children. Their nurturing approach is the most positive aspect for me."

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 "[childminder] cares deeply about the children in [their] care and takes time to know them well."

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. One parent told us "[childminder] regularly shares reviews on [my child's] development where we can feedback and set out a plan of what we want to focus upon."

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 could access water throughout the day, helping them stay hydrated.

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.

### 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 "play with the dolls."

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.

One child told us "[childminder] takes us to lots of different places and listens to what we want to do. [They] have lots of different things to do inside and outside. Some things are different to the toys we have at home."

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 the childminder "arranged a range of experiences, trips and visits appropriate for my children's age and stage. [They] ask them what they want to do and uses that intelligence to build activities and stretches them into something meaningful."

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, environmental print and colour sorting games. This supported children's learning and development.

The childminder used 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 space for children to play together with their peers or on their own and spaces to 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, "we have never had any concerns about our children's safety whilst in [childminders] care. Their home environment is always maintained to an extremely high standard and provides the appropriate safety and security measures we would expect."

The childminder had created spaces which enabled children to make independent choices and supported their play. Resources were varied and included natural and loose parts play materials which stimulated children's explorative 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 accessible. This meant children could independently chose what they wished to play with. Toys were clean and in good condition promoting children's enjoyment and safety. The environment gave children the message that they mattered and their needs and interests were respected.

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.

One parent told us "our children have lots of opportunities to play outdoors both at [childminders] and further afield including regular visits to the local park which is a highlight for the kids."

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. 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.

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.

The childminder maintained and strengthened positive relationships with families through open communication using WhatsApp, daily conversations and sharing daily photos and updates. Parents were welcomed each day for a chat and encouraged to share information, feedback, and their views. The childminder valued these opportunities for reflection, to ensure they were consistently meeting each child's needs and consider suggestions made that would improve the service.

Parents agreed they felt informed and involved, they told us, "[childminder] has a very clear open door policy where they are available and approachable. [They] always ensures that drop offs and pick ups are calm and informative", "[they] will often ask both ourselves as parents as well as the children what we would like to see being offered within their setting as well as any suggestions for development" and "[They] consults us on things they are considering and always gathers our views. [They] always welcome our feedback." These warm, consistent interactions built trust, strengthened partnerships, and supported children to feel valued and secure.

**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 "an extended part of our family" and "approachable and thoughtful." One child told us "[childminder] is like our family. [They] look after us really well when Mummy and Daddy have to go to work. We can tell [childminder] all our news and they listen and asks us questions. They gives us cuddles when we are sad or if we have hurt ourself."

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 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 "[they] put the children first and excels at what [they] do. Life would not be as smooth running without [them] and we are extremely grateful for all they do."

Children benefitted from the childminder's commitment to proactively remain abreast of developments in early years. They were a member of the Scottish Childminding Association (SCMA) and used resources from them and the Care Inspectorate to keep informed of changes to legislation or best practice. They 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 child protection and first aid. 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 also committed to training to support children's rights. For example, children participation training. The wide range of training helped them to provide individualised support for children that met their needs. We discussed further developing their professional learning log to contribute towards further reflection on practice and improvement.

**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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