

# Docherty, Theresa

## Child Minding

Coatbridge

**Type of inspection:**  
Unannounced

**Completed on:**  
3 July 2025

**Service provided by:**  
Theresa Docherty

**Service provider number:**  
SP2004933326

**Service no:**  
CS2004078144

## About the service

Theresa Docherty operates a childminding service from their home in Coatbridge, North Lanarkshire. They are registered to provide a care service to a maximum of six children at any one time under the age of 16 with no more than six under 12, no more than three not yet attending primary school and no more than one child under 12 months. At the time of inspection, two children were in attendance.

Children have access to the downstairs living room, kitchen and upstairs bathroom. An enclosed outdoor space was accessible from the living room.

## About the inspection

This was an unannounced inspection which took place on 03 July 2025 between 12:30 and 14:40. Two inspectors carried out the inspection. To prepare for the inspection we reviewed information about the service. This included previous inspection findings, registration information, information submitted by the service and intelligence gathered.

In making our evaluations of the service we:

- spoke with two children
- gained the views of one parent using our questionnaire
- spoke with childminder
- observed practice and children's experiences
- reviewed documents.

## Key messages

- Children experienced warm and caring interactions, supporting them to feel loved, safe and secure.
- The childminder knew the children well and had developed positive relationships with children and their families.
- Children's health and wellbeing was promoted through regular access to parks and outdoor play spaces.
- Personal plans should be reviewed to ensure they hold up-to-date and relevant information.
- Play spaces were clean and well-maintained.
- The childminder should develop their self-evaluation processes and strengthen their knowledge of good practice guidance and frameworks.

## 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? | 4 - Good     |
| How good is our setting?                 | 4 - Good     |
| How good is our leadership?              | 3 - Adequate |
| 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?

## 4 - Good

We evaluated this quality indicator as good, where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Quality indicator 1.1: Nurturing care and support.

The childminder's warm, kind and caring interactions with children, along with their knowledge of individual needs, fostered positive attachments. This nurturing approach reassured children and supported their emotional well-being.

The childminder had awareness of each individual child's needs. They confidently described children's personal preferences and routines and how this was supported. The childminder was responsive to children's cues and supported children with warm, caring interactions and support during their routine. For example, bottle feeding. Children's health and well-being could be further promoted by ensuring children have access to fresh water throughout the day. This would support them to remain hydrated, positively impacting their overall development and wellbeing.

Children's emotional wellbeing and security was supported through safe and sensitive sleep routines. The childminder recognised when children appeared to be tired and offered them space to sleep and rest when needed, which also reflected families' wishes and children's routines.

Personal plans were in place and contained important information regarding children's healthcare needs, and emergency contact details. Plans were discussed and reviewed with families. We asked that the childminder completed reviews at least six monthly, in line with current legislation, and to ensure plans were signed by parents. This would ensure the childminder had information that reflected children's current needs. We also suggested integrating the use of chronologies within personal plans. This would allow for each child's specific needs to be met proactively, further promoting a secure and responsive environment.

Children were safe and protected from harm. The childminder understood the role they played in safeguarding. There was a child protection policy in place. We asked this to be updated to reflect current best practice guidance.

**Quality indicator 1.3: Play and learning.**

The childminder was mindful to ensure toys and materials were age and stage appropriate for all children to support their play opportunities. Whilst these toys and materials supported children's interests, we discussed with the childminder providing more natural items to support children's natural curiosity. The childminder agreed to develop these opportunities.

The service benefited from an enclosed garden space, which provided an area for outdoor play and exploration. At the time of inspection this space was not available to children due to some outstanding repair work. The childminder ensured children had daily opportunities to explore outdoors in their wider community. They enjoyed trips to the park and walking in the local area. As a result, children developed an appreciation for nature and a sense of belonging within their community.

Families were kept informed of the activities their children had taken part in during their time in the

service. The childminder used WhatsApp to communicate with families individually which they appreciated, telling us: "There is an open line of communication always regarding my child's care". This supported them to feel included in their child's experience

Children had formed close relationships with the childminder and benefitted from secure attachments. The childminder supported children's play and learning with skilful unhurried interactions, which supported very young children's social, language and physical development. There were some opportunities to promote language and numeracy, we discussed how these could be further enhanced by providing different resources such as books and games. The childminder agreed that they had an important role in naturally exposing children to numbers and text through play, which could impact on their readiness for future learning and overall developmental progress.

The childminder collaborated with local nurseries and parents, effectively supporting children to achieve their full potential. For example, this successful partnership was evident when additional support was provided to enhance a child's language skills and confidence. This joint effort consistently resulted in reported improvements, directly benefiting children and enabling them to overcome specific challenges.

### How good is our setting?

**4 - Good**

We evaluated this key question as good, where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

#### Quality Indicator 2.2: Children experience high quality facilities.

Children experienced a setting that was well furnished, maintained and benefited from natural light and ventilation. This created a safe and stimulating environment where children could explore age appropriate resources. This meant children had engaging places to play. The childminder had thought carefully about where furniture was placed so children could have spaces to relax, play with friends and for creative play. The space enabled children to make independent choices and supported their play. Children could select toys and resources from low down boxes. We discussed with the childminder how providing a wider range of resources and allowing children to lead their own play could further enhance their development.

While the childminder demonstrated a commitment to children's safety through precautions like a door chain, they agreed that developing their approach to assessing risk would further protect children.

Enhanced practice, supported by ongoing professional development, would ensure children remain protected as they play and explore.

Infection control practices were followed. Regular cleaning of all areas used for childminding contributed to a clean and pleasant environment for children. However, to reduce the risk of infection the childminder should ensure effective handwashing at key times throughout the day such as before eating.

### How good is our leadership?

**3 - Adequate**

We evaluated this key question as adequate, where strengths only just outweighed weaknesses.

#### Quality indicator 3.1: Quality assurance and improvement are led well.

The childminder had created a happy and welcoming ethos in the service, which promoted a positive atmosphere for children to play. They engaged well with the inspection process and were responsive to our suggestions for further development.

The childminder had not undertaken any self-evaluation processes to recognise what they did well and identify areas for improvement in practice and experiences for children. We signposted the childminder to the Care Inspectorate Hub to access documents to support self-evaluation. For example 'A quality framework for daycare of children, childminding and school-aged childcare' and other good practice documents that would help them to reflect on the service and contribute to continuous improvement (see area for improvement 1).

The service had a variety of policies and procedures in place, however many had not been reviewed or updated in some time. We suggested that all policies and procedures were reviewed to reflect current best practice. This information would clearly benefit parents by enhancing their understanding and setting clear expectations for the service. It would also guide the service's development, ultimately contributing to improved outcomes for children.

The childminder sought feedback from parents and children. We discussed the benefits of using this information to support the ongoing evaluation of the service and developing an effective improvement plan. This would support the childminder to respond to children's and parents' ideas, leading to positive outcomes for those using the service.

## Areas for improvement

1. To ensure children experience consistently safe, high quality care, play and learning experiences, the childminder should update their practice and procedures to align with best practice guidance. This should be used to, but not limited to, support approaches to assessing risk, self-evaluation and continuous improvement.

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 reflect on their practice and follow their professional and organisational codes.' (HSCS 3.14)

## How good is our staff team?

**4 - Good**

We evaluated this key question as good, where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

### Quality indicator: 4.1 Staff skills, knowledge and values

The childminder consistently demonstrated a warm, kind and nurturing approach with children, which effectively promoted their safety, happiness and security. They shared they had high aspirations for the children in their care and was passionate about working with families to support this. They had developed strong, positive relationships with children and their families, establishing secure and lasting connections. This was confirmed by a family's feedback: "I have a great relationship with [childminder], can always call/text about anything related to my child." These strong family relationships allowed for a deeper understanding of each child's unique needs and aspirations.

The childminder applied their extensive experience and confidence within their role. Over the years, they

had developed a range of skills and knowledge that enabled them to respond to and support the individual needs of each child. They used their understanding of child development to enhance children's experiences. For example, we saw how the childminder supported children to develop positive relationships with each other whilst ensuring their individual needs were met. The childminder had attended paediatric first aid training, which further demonstrated they had the skills and knowledge to keep children safe. To enhance experiences and outcomes for children, the childminder should actively pursue additional opportunities for professional development, using different learning resources, such as the best practice guidance available on the Care Inspectorate Hub (see Area for Improvement 1).

The childminder's registration with the Scottish Childminding Association (SCMA) further demonstrated their commitment to professional standards. Their close collaboration with another local childminder provided opportunities to exchange ideas and experiences. These created opportunities for reflection and continuous learning. The childminder agreed that widening their network of support would strengthen their knowledge of best practice guidance and current legislation. The Care Inspectorate's bitesize videos and best practice documents on the Hub were highlighted as resources that would further advance the childminder's practice, directly contributing to high-quality experiences for children and ensuring their knowledge and skills remained current with best practice.

### Areas for improvement

1. To continue to improve the service and outcomes for children, the childminder should access training to develop their knowledge and skills in order to ensure that children receive high quality care.

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

## 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

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| How good is our care, play and learning? | 4 - Good |
| 1.1 Nurturing care and support           | 4 - Good |
| 1.3 Play and learning                    | 4 - Good |

|   |          |
|---|----------|
| How good is our setting?                        | 4 - Good |
| 2.2 Children experience high quality facilities | 4 - Good |

|  |              |
|--|--------------|
| How good is our leadership?                        | 3 - Adequate |
| 3.1 Quality assurance and improvement are led well | 3 - Adequate |

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



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