

# Little Button Mushroom Childminding Child Minding

Hamilton

**Type of inspection:**  
Unannounced

**Completed on:**  
3 October 2025

**Service provided by:**  
Kathryn Stewart

**Service provider number:**  
SP2015986965

**Service no:**  
CS2015337632

## About the service

The service is provided from the childminder's home in the residential area of Hamilton, South Lanarkshire. The childminder is registered to provide a care service to a maximum of six children at any one time up to 16 years of age. Children are cared for in the downstairs of the property with access to an upstairs bathroom. Children have access to a playroom, living room and kitchen/dining area with access to a rear garden. The service is located close to local parks, amenities and primary schools.

## About the inspection

This was an unannounced inspection which took place on Tuesday 30 September 2025 between 08:20 and 11:45. 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 four people using the service and four of their families
- Spoke with the childminder
- Observed practice and daily life
- Reviewed documents

## Key messages

- The childminder was committed to providing a high level of early learning and care for minded children.
- Children were loved, secure and having fun.
- Personal plans were in place for all children. These were detailed and supported progress with individual needs and interests.
- Children's rights were respected; their voices were heard and formed a central part of all service decisions.

## 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

Leadership	5 - Very Good
Children play and learn	5 - Very Good
Children are supported to achieve	5 - Very Good

Further details on the particular areas inspected are provided at the end of this report.

## Leadership 5 - Very Good

We found major strengths in this aspect of the setting's work and identified very few areas for improvement; therefore, we evaluated this quality indicator as very good.

Good practice reflections and up-to-date knowledge was extended through reference to best practice resources and a network of local childminders. The childminder was very committed to self-evaluation and ongoing training in areas such as child protection, realising a rights-based approach and first aid. Overall, quality assurance processes were improving outcomes for children and families. This ensured that values and aims were put into practice and enhanced service improvement.

It was evident that high-quality learning through fun and engaging play experiences was at the heart of the childminder's approach. They reviewed and reflected on all aspects of the service using good practice guidance. For example, they embraced updates to Setting the Table guidance and invited children to engage in discussions on how this could influence the direction of snack and mealtimes at the service. This ensured children were meaningfully involved and guidance was influencing positive change.

The childminder respected the voice of families and children in a meaningful way and was committed to improvement. Input and suggestions were gathered through regular requests for feedback in person and through questionnaires. Responses were considered and accommodated where possible. Parents and children appreciated this and told us the childminder was "Always looking for input and parental involvement." This meant children and families were receiving support that was right for them, and they had a key role in the continuous improvement journey of the service.

A wide variety of policies were updated regularly and shared with families. For example, there were policies based around child protection, health and safety, evaluating the service and hygiene and infection control. This supported the childminder to deliver a well-led service.

## Children play and learn 5 - Very Good

We found major strengths in this aspect of the setting's work and identified very few areas for improvement; therefore, we evaluated this quality indicator as very good.

Children had access to a wide variety of toys and materials such as blocks, imaginative resources, games, books and construction were available and sparked children's curiosity and interests. For example, children were exploring dinosaurs, maps and habitats using books, dinosaur figures and puzzles. The childminder extended this learning by using I wonder questions and making suggestions to challenge thinking. This supported the development of children's natural curiosity, creativity and problem-solving skills.

Opportunities to play and develop in the local and wider environment were regular and welcomed by both children and families. A parent told us "[childminder] often takes the children to the woods for woodland play and also on walks." For example, children created art pieces using sticks, mud, twigs, leaves and used berries as paint. This promoted children's emergent language skills, literacy and numeracy development.

More than one family told us their child had "Lots of opportunities to learn about the world and things around". Interactions and activities consolidated children's sense of emotional wellbeing and belonging at the service.

The childminder had a firm knowledge of how children develop and how to support high quality learning through play. They planned ongoing learning and were undertaking a project to help children know their rights and to explore their place within their own community. The childminder knew this was beneficial and told us about the positive impact of reflecting and training which improved service delivery.

Sensitive approaches were used to positively recognise the individual independent thoughts and feelings of children. The childminder had a solid knowledge of how children liked to play and learn. They used children's cues to give the best opportunity to experience success and celebrate achievements. Children agreed and told us "I enjoy coming to [childminder's] house." One child was observed snuggled up on the living room sofa reading a book. Children were relaxed, comfortable, smiling and content in the childminder's home.

Children were engaged, confident and happy. The childminder ensured children experienced a balance of fun high quality planned and spontaneous play experiences. Provocations for learning and extension to learning through play were used to support this. For example, the childminder used discussions to extend children's thinking when they were building a dinosaur and creating a den for the dinosaurs. Thinking and problem-solving skills were nurtured during this as part of the childminder's approach.

A parent told us "[childminder] looks at the needs of [child] and puts together an exceptional programme to suit their individual needs." Another said, "[childminder] will continually ask if there is anything we'd like them to focus on for [child] development." There was an established system of two-way communication in place that supported parent participation such as daily chats, photos and the use of an app. This helped the childminder to maintain clear and effective communication as an important part of evaluating children's development, progress and achievements.

Interactions with children were engaging and skilled. For example, a child asked the childminder to play a singing game. The childminder skilfully extended the experience. They used descriptive language, made links to mathematical concepts and ensured fun was central to the play experience. This skilled approach helped maximise opportunities for children to be challenged and engaged across the day.

## Children are supported to achieve 5 - Very Good

We found major strengths in this aspect of the setting's work and identified very few areas for improvement; therefore, we evaluated this quality indicator as very good.

The childminder fully understood the importance of nurturing and responsive attachments and interactions. They held a relevant qualification and used a holistic and responsive approach to minding children. Children engaged with the childminder in fun, laughter, smiles and humour throughout the inspection visit. A parent told us "[childminder] is very knowledgeable in their field" and they also told us that "Child voice and choosing is also very integral to their practice." Best practices, theories and guidance underpinned the care and support of children.

Personal plans were in place and contained information such as areas of interest, needs and achievements. These were discussed with children and families in person on a very regular basis. One parent told us they were provided with "Very detailed reports." This type of observation and knowledge of children ensured positive outcomes for children during daily routines.

Transitions at all levels helped children feel safe and secure. Appropriate arrangements were in place to support children's rest, sleep and care needs.

The childminder had established good habits and routines and knew children's individual cues. This meant that routines were effective in supporting children's needs and family wishes.

The childminder was aware of their responsibility to keep children safe and recent refresher training for first aid and child protection supported this. We were confident they would respond correctly if concerned about a child. Suitable systems were in place to support the wellbeing of children relating to the management and administration of medication, accident and incidents and any medical or dietary needs. We discussed the processes, systems and approaches helping to keep children safe.

Valued by the childminder, the rights and voices of children were central to all planning. The childminder captured examples of children's success and achievements in play and development through photos, floor books and wellbeing books. Children were supported to share them with their friends and families. This ensured the voices of all children were heard.

Children's mealtimes were relaxed, unhurried and used as a valuable opportunity to connect with children and provide emotional support when needed. A healthy balance of meals and snacks were offered through a varied menu. This was done in consultation with children, making use of best practice guidance. One child told us "I get to pick my favourite healthy meal and it's now on the menu; it's cheesy broccoli pasta." Children had access to fresh water to remain hydrated. This helped to promote sociable and healthy eating experiences.

Strong, trusting and supportive relationships with families were established and helped to meet children's needs. Parents valued this and one parent said the childminder was "Caring, flexible and considerate. My child has thrived spending time with them." This ensured that the setting reflected the aspirations of families, and the childminder was jointly planning children's care and support.

A parent told us "[childminder] has added requests from home into [child] routine." Examples included a playlist of dinosaur songs from one family and listening to stories voice recorded by another child's sibling. Working with families and implementing shared strategies in a skilled way the childminder was able to support children as individuals. This responsive approach ensured children and families felt welcomed in a sensitive and compassionate way.

## 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

Leadership	5 - Very Good
Leadership and management of staff and resources	5 - Very Good
Children play and learn	5 - Very Good
Playing, learning and developing	5 - Very Good
Children are supported to achieve	5 - Very Good
Nurturing care and support	5 - Very Good

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Compass House  
11 Riverside Drive  
Dundee  
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[enquiries@careinspectorate.com](mailto:enquiries@careinspectorate.com)

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