

Shooting Stars Childminding Child Minding

Cumbernauld

Type of inspection:
Unannounced

Completed on:
16 September 2025

Service provided by:
Sandra Arbuckle

Service provider number:
SP2015987354

Service no:
CS2015341063

About the service

Shooting stars is a childminding service provided from the childminders home in Cumbernauld, North Lanarkshire. They are registered to provide care to a maximum of seven children at any one time under the age of 16, of whom no more than three children are not yet attending primary school and of whom no more than one is under 12 months. Numbers are inclusive of children of the childminder's family. At the time of inspection, three children were in attendance, and the service was provided before and after school and nursery only.

The children are cared for in a bright, ventilated play space on the first floor of the property. They also have access to the kitchen and toilet which are located on the ground floor of the property and a garden area that is accessed from the kitchen. The service is close to local schools and nurseries, green spaces, local amenities and can be reached by public transport links.

About the inspection

This was an unannounced inspection which took place on 15 September 2025 between the hours of 15:15 and 18:45. 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 three children
- gathered the views of five families using our questionnaire
- gathered the views of four parents through face to face discussion
- spoke with the childminder
- observed practice and children's experiences
- reviewed documents.

Key messages

- Children benefitted from kind and nurturing approaches helping to support their wellbeing and sense of security.
- The childminder had developed positive relationships with families, which helped to support consistency in children's care.
- Children experienced play and learning opportunities in the wider community that promoted their wellbeing and connection with nature.
- The childminder should review toys and materials to support children's natural curiosity and imagination.
- The childminder should improve infection prevention and control measures to help ensure children experience a clean and safe environment.
- The childminder should undertake professional reading to support them to improve the quality of the service they provide and ensure their skills and knowledge are up to date.

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?	3 - Adequate
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?

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 1.1: Nurturing care and support

Children had developed positive relationships with the childminder and were comfortable in their care. Children experienced interactions that were warm, kind and nurturing. This contributed to them feeling safe and secure. The childminder worked with families to develop an understanding of children's routines at home, which helped to ensure consistent approaches that met children's needs.

Parents appreciated and valued feedback from the childminder about their children. This was mostly through a social media platform and verbal updates. Parents said the childminder treated their child as their own and communicated regularly with them. They always felt informed about their child's day and appreciated the friendly, detailed chats at pick-up time. We observed quality interactions between the childminder and families that were natural and relaxed. This meant that parents were fully involved in their child's care, which helped to foster positive relationships and a sense of belonging for the children.

The childminder had recently reviewed most children's personal plans with families, reflecting a commitment to maintaining accurate records. However, the previous review cycle had exceeded six months, resulting in outdated information in some plans. One child's plan had been lost in a flood and had not been reinstated, leaving a gap in essential information. This highlighted the importance for more consistent and timely updates to effectively support each child's needs.

Children experienced a relaxed and responsive snack time. The childminder supported children's independence by providing suitable alternatives and allowing them to choose their own fruit. To further enhance children's independence and skills for life, we discussed involving them more in snack preparation, such as cutting fruit and self-serving. This approach would ensure appropriate supervision and help to make snack time an inclusive, sociable experience.

Older children could rest, relax and self regulate after school on two sofa's in the living room area. Discussions with parents assured us that the childminder was well placed to provide younger children with a place to sleep. This approach successfully supported children's emotional well-being. We suggested the childminder review safe sleep guidance to ensure future arrangements were fully in line with current best practice.

Procedures to support the safe storage, administration and recording of medication were in place. However, we found that the storage of medication could be improved. Whilst individual medication was stored in a locked cupboard, this was not clearly marked with the children's details. We directed the childminder to review Care Inspectorate guidance 'Management of medication in daycare of children and childminding services'. This would help to ensure medication was stored appropriately and was easily accessible when required, further contributing to the health and wellbeing of children using the service (see area for improvement 1).

Quality indicator 1.3: Play and learning

Children had fun during their play, exploring toys and materials available to them. They told us they liked the cars and the Lego. The childminder joined in with play and celebrated children's successes, helping to support their self-esteem. We discussed where the childminder could further develop toys and materials to support children's curiosity and imagination. This could include real-life items and loose parts, which are resources that have no specific purpose and encourage children to use their imagination and think of new ways to play.

Children were supported to relax after school and nursery. They had access to books, toys and a computer tablet. One child told us they "like reading the books and relaxing on the couch". The childminder demonstrated a good awareness of internet safety and children respected the boundaries in place. This supported children to develop skills to manage technology and helped to keep them safe whilst online.

The childminder was responsive to children cues and interest and used this to plan children's experiences. The childminder observed children and listened to their ideas and wishes. They used this to extend learning through curious questioning and providing ideas. This meant children took part in activities that they enjoyed and were meaningful to them. Children were excited and interested in some new resources with one child saying "this is exciting, what do we do with it". The childminder offered appropriate suggestions to spark curiosity which supported the children's growth in all areas of development.

Children had opportunities to learn outdoors and in their wider community. They told us about the opportunities they had such as going to the local park. As a result, children developed an appreciation for nature and a sense of belonging within their community.

Areas for improvement

1. To support children's health and wellbeing, the childminder should improve their storage of medication in line with Care Inspectorate guidance: 'Management of medication in daycare of children and childminding services (December 2024)'.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: 'My care and support is provided in a planned and safe way, including if there is an emergency or unexpected event.' (HSCS 4.14).

How good is our setting?

3 - Adequate

We evaluated this key question as adequate. While the strengths had a positive impact, key areas need to improve.

Quality indicator 2.2 - Children experience high quality facilities.

Children experienced a setting that benefited from natural light and ventilation. Families agreed that their children were cared for in a homely, comfortable and nurturing environment, which helped to ensure children felt they mattered.

The childminder was committed to keeping children safe, using measures such as safety gates and keeping the front door locked. While some safety features were in place, improvements were needed to support infection prevention and control, including replacing damaged flooring and regularly cleaning touch points. The childminder told us the landlord had agreed to refurbish the property by Christmas 2025 which included a new kitchen and new flooring. They also showed commitment to making changes in areas they could directly manage, such as cleaning wipeable surfaces. These actions will contribute to a safer, healthier environment, reducing risks and promoting children's overall well-being (see area for improvement 1).

Children and families information was securely stored. The childminder was about to renew their registration with the Information Commissioner's Office (ICO) and understood their role in keeping information secure.

Areas for improvement

1.
To support children's wellbeing, the childminder should improve the environment to ensure that children experience a setting that is well looked after.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: 'I experience an environment that is well looked after with clean, tidy and well maintained premises, furnishings and equipment' (HSCS 5.22).

How good is our leadership?

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 3.1 - Quality assurance and improvement are led well

The childminder actively engaged with the inspection process. They welcomed suggestions and advice on how to improve their service, such as reconsidering the snack routine. This demonstrated openness to feedback and a commitment to continuous improvement.

The childminder was enthusiastic about providing a quality service. They successfully involved families through daily discussions. As a result, families felt included and well-informed. The childminders personal approach helped children feel safe and supported the development of trusting relationships that contributed to their overall development.

We found that although policies and procedures were regularly reviewed, some did not align with current legislation and best practice. To keep the service safe and current we reminded the childminder of their responsibility to keep up to date with developments in the sector. Updating policies and revisiting current best practice would support service delivery and help enable positive outcomes for all children.

We discussed how the childminder could further develop their approach to self-evaluation to embed a cycle of continuous improvement. For example, recording specific areas for improvement and evaluating them to assess the outcome of changes made. We signposted the childminder to Quality improvement framework for the early learning and childcare sectors (September 2025) which is available on the Care Inspectorate website and could be used to effectively reflect on and evaluate their service (see area for improvement 1).

Areas for improvement

1. To ensure children experience consistently safe, high quality care, play and learning experiences, the childminder should ensure that policies and procedures are up to date with sector developments and implement quality assurance processes to support ongoing 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.

Children and families benefitted from the childminders supportive approach. Their enthusiasm and enjoyment in working with children had a positive impact on their experiences. Families had trust in the care and support children received. Feedback from families indicated that they felt confident leaving their child with the childminder who they had found to be professional, caring, and easy to talk to. Children enjoyed spending time in the childminders home, playing with toys and other children which helped with transition to nursery. This meant families had confidence in the childminder to deliver a quality service to meet their children's needs. As a result, children made progress at a pace that was right for them.

The childminder kept their knowledge up to date by completing essential first aid and child protection training through North Lanarkshire Council. This strengthened their understanding of safeguarding responsibilities and helped create a safe, secure environment where children felt protected and supported. To improve outcomes for children, the childminder should actively engage in professional development using resources like the Care Inspectorate Hub and opportunities offered through their Scottish Childminding Association (SCMA) membership. This would enhance their understanding and improve the quality of care, benefiting children's wellbeing, development and enjoyment.

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?	4 - Good
1.1 Nurturing care and support	4 - Good
1.3 Play and learning	4 - Good
How good is our setting?	3 - Adequate
2.2 Children experience high quality facilities	3 - Adequate
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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