

Eleanor's Childminding Services

Child Minding

Glasgow

Type of inspection:
Unannounced

Completed on:
26 September 2025

Service provided by:
Eleanor Cuthbertson

Service provider number:
SP2013985076

Service no:
CS2013318591

About the service

The childminder operates her service from the family home in Barrhead, using the ground floor for childminding. Children have access to the conservatory and cosy sitting room with the toilet located upstairs. The childminder also makes good use of the enclosed rear garden. The childminder describes her aim as to: "Provide a safe, secure and happy place for children, where they will learn, grow and have fun. A place where parents know they can safely leave their child."

The childminder is registered to provide a care service to six children under the age of 16 years, of whom no more than six are under 12 years and of whom no more than three are not yet attending primary school and no more than one under 12 months.

About the inspection

This was a full inspection which took place on 25 September 2025. The inspection was concluded on the 26 September 2025 by telephone call, confirming the inspection findings. 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 the childminder
- Observed practice and daily life
- Gathered feedback from six families through online questionnaires
- Reviewed documents.
- Assessed core assurances, including the physical environment.

As part of our inspections, we assess core assurances. Core assurances are checks we make to ensure children are safe, the physical environment is well maintained and that a service is operating legally. At the time of this inspection, no improvements were identified relating to core assurances.

Key messages

- A warm and inviting, home from home setting had been developed where children could access and enjoy a range of quality experiences both indoors and outdoors.
- The childminder made very good use of the local area to enrich children's play and learning experiences.
- The childminder's commitment to reflective practice led to meaningful improvements in the service.
- Children experienced warm, nurturing care that helped them feel safe, secure, and valued.
- The childminder knew children well and responded sensitively to their individual needs.

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

Quality Indicator: Leadership and management of staff and resources.

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 displayed genuine passion and dedication to their role. They welcomed the inspection process and feedback, showing a proactive approach to enhancing their service. This reflected a strong capacity for improvement and a clear commitment to achieving positive outcomes for children.

Feedback from children and families was central to the childminder's improvement process. Views were regularly gathered through conversations and questionnaires and acted upon to shape the service. This fostered a strong sense of inclusion and partnership. Families who completed surveys all strongly agreed they felt involved in the development of the service. One parent commented, "The childminder consults constantly with parents." This demonstrated a responsive approach to gathering feedback.

The service's aims and objectives were shared with families before joining. The childminder's commitment to providing a safe, secure, and happy environment where children could learn and grow was clearly reflected in practice. During the inspection, children were happy, settled and engaged in play. All families strongly agreed they were satisfied with the care and support their child received, highlighting the childminder's commitment and dedication to helping children thrive.

Quality assurance processes supported ongoing improvement. The childminder was a member of the Scottish Childminding Association (SCMA) and used Minding Kids resources to stay informed of current guidance. Participation in local childminding groups enabled professional dialogue and the sharing of best practice, helping to maintain high standards across the service.

Continuous improvement was child centred, the children's voice was valued through the use of questionnaires and daily discussions. For example toys and resources regularly rotated and purchased to reflect children's interests and support meaningful play. The childminder confidently discussed plans for a Christmas playroom revamp, aiming to create interest-based zones tailored to children's preferences. This demonstrated a strong commitment to delivering high-quality care and learning that reflected the individual needs and choices of children and families.

Reflective practice informed improvement plans, for example the childminder had identified the need to update her child protection training and first aid which provided them with the most up-to-date guidance and information to keep children safe. The introduction of a new start checklist ensured a structured and consistent approach to welcoming new children and families. Plans for further development through webinars and use of national guidance, such as Setting the Table to ensure nutritious snacks are provided. This supported ongoing change and informed future planning.

Children play and learn 5 - Very Good

Quality indicator: Children play and learn.

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.

During the visit, children were observed actively engaging in play, with opportunities to lead their own learning. They independently selected toys and materials from child-height storage units that reflected their interests and encouraged choice and independence, such as dinosaurs, colouring, and puzzles.

A well-resourced, dedicated playroom and secure outdoor garden offered a wide range of learning experiences, including a role play kitchen, Lego, books, a chalkboard, chute and ride on toys. For older children attending after school, creative activities were planned around their preferences, including art and craft experiences inspired by a recent interest in Lububu dolls. These opportunities supported meaningful play and learning that was relevant and important to each child.

Language, literacy, and numeracy skills were enhanced through play. Children engaged in number matching games and early writing activities, such as drawing and colouring. Learning was extended through effective questioning, for example children were asked about colours and invited to write their names. This supported early learning and helped children develop key skills in a meaningful and engaging way.

Responsive planning was evident, with children's voices actively shaping both play and learning. The childminder regularly consulted children about their interests and favourite activities, using this information to plan fun and engaging experiences. For example, football goals were available in the garden to reflect children's preferences. Plans were also in place to enhance imaginative play areas, supporting observed interests such as role-playing schools and hairdressers. This supported children's overall engagement and development.

Children's learning and progress was tracked through individual profiles, with updates shared via digital platforms and daily conversations. Strong communication through WhatsApp, newsletters and regular chats kept families closely connected to their child's experiences and development. One parent commented "The childminder regularly updates me on my children's day and is always offering support" and another parent shared "Love the record of development." This ongoing exchange of information helped foster positive relationships and ensured a consistent approach to care that supported each child in reaching their full potential.

Children benefited from regular outings that enriched their play and learning. These included visits to local parks, Briarlands Farm, forest walks, and community playgroups. One parent commented "Lots of exciting toys, activities and trips planned for the children" and another "The childminder regularly organises educational and fun outdoor trips for the children. These experiences further enhanced children's learning and supported connections within the local and wider community."

Children are supported to achieve 5 - Very Good

Quality indicator: Nurturing care and support.

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 were relaxed and happy in the childminder's home. We observed them confidently moving between spaces, which reflected their sense of security and familiarity within the environment. A hallway table offered space for children to place treasured items like toys or artwork. Individual bags, accessible to each child, promoted independence and a sense of belonging.

Their emotional wellbeing was supported through sensitive and nurturing interactions. The childminder used positive reinforcement, with comments such as "you're my best helper" helping to build self-esteem and a sense of responsibility. It was evident that the childminder knew the children well and responded to their individual needs with warmth and care. For example, reassurance was given through cuddles and praise.

Routines and transitions were thoughtfully tailored to each child's strengths and preferences. For example, home routines were followed to ensure a consistent approach to care, and attendance at playgroup sessions was flexibly adapted to support children during their settling period. This responsive and individualised approach promoted emotional wellbeing and helped children feel safe, valued, and supported in their development.

Personal plans were in place and contributed to supporting children's wellbeing. They included key information such as emergency contacts, daily routines, health care needs, likes and dislikes. Families strongly agreed they were meaningfully involved in the planning and reviewing their child's personal plans. The childminder worked in close partnership with parents to ensure consistency and shared understanding of each child's care and development.

Settling-in visits were tailored to meet the needs of each child and family, with the childminder prioritising strong, trusting relationships with parents. To support this, stay-and-play sessions with new families further strengthening positive connections and easing the transition. This approach helped children feel comfortable, secure, and supported, promoting their wellbeing.

Families were welcomed into the service at collection time, supported positive relationships and a trusting ethos. One parent commented "Open communication, feel comfortable asking questions or having conversation if need to know more about any aspect of care."

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

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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