

# Morris, Cheryl Child Minding

Kilmarnock

**Type of inspection:**  
Unannounced

**Completed on:**  
30 October 2025

**Service provided by:**  
Cheryl Morris

**Service provider number:**  
SP2013984592

**Service no:**  
CS2013315507

## About the service

This service registered with the Care Inspectorate on 9 May 2013.

Cheryl Morris provides a childminding service from her home in the town of Kilmarnock, East Ayrshire. She is registered to care for a maximum of 6 children under the age of 16 years, of whom a maximum of 6 will be under the age of 12, of whom no more than 3 are not yet attending primary school and of whom no more than 1 is under 12 months. Numbers are inclusive of children in the childminder's own family.

The childminder had two children registered to attend at various times over the week. During the inspection two children were attending, including the childminders child.

## About the inspection

This was an unannounced inspection which took place on 22 October 2025. 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 attending the service
- reviewed feedback from one parent
- observed practice and the childminders interactions with children
- spoke with the childminder
- reviewed documents.

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

- The childminder used warm, kind and nurturing approaches in her interactions with children
- She was caring in her approach and this ensured children had fun and were well cared for during the session.
- Children benefitted from regular visits to places in the local community and meeting up with other local childminders and their children.
- The childminder previously used questionnaires to help with her self-evaluation processes. She has reviewed these in line with current best practice and is beginning to share with parents to improve outcomes for children and their families.
- The childminder had developed and maintained strong relationships with families.

## 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	4 - 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 4 - Good

### Leadership and management of staff and resources

We evaluated this quality indicator as good, where there were important strengths within the setting's work and some aspects which could benefit from improvement.

The childminder's vision, values, and aims were clearly communicated to families, fostering a shared understanding of the service. These values were consistently reflected in daily practice, creating a nurturing, safe, and stimulating environment where children felt secure, valued, and supported in their individual development. As a result, children were observed to be confident, engaged and thriving in their play and learning.

Quality assurance checks helped the childminder keep standards high and ensured that children's wellbeing needs were met. Play-based learning was central to offering children experiences. We discussed how this could be more meaningful. We agreed that the childminder would observe the children once a week to record their interests and create experiences and visits in the community for the following week to underpin these interests. These will be recorded in a children's individual learning record and shared with parents once a month. This would enrich the children's time with the childminder and support children's progress.

The childminder had recently engaged in a process of self-evaluation of the service, identifying three areas for improvement. The reflective process had led to the development of an improvement plan, to enhance the quality of the service. We discussed how these can be used to improve. This signals a positive beginning to self-evaluation and demonstrates a commitment to continuous improvement. These actions have the potential to secure improvement and positive outcome for all children and their families.

Children and families benefited from strong communication, including daily verbal updates and digital messages. The childminder actively sought feedback through conversations and this indicated high levels of satisfaction. One parent told us, "My childminder's home is clean and well resourced for childcare. She is very welcoming and always makes time for a chat". This inclusive approach supports children's voices being heard and helps shape the service in ways that reflect their interests and needs. This feedback highlights the positive impact of family involvement on children's experiences.

The childminder shared good practice with other childminders locally and took part in professional discussions and online forums. Changes to her service were based on trusted guidance and helped all children succeed and achieve.

The childminder demonstrated a commitment to professional development and actively engaged in opportunities to refresh and enhance her skills, knowledge, and understanding based on current best practice. This approach contributes to keeping up to date with best practice and supports children's health, safety, well-being, and their play and learning.

## Children play and learn 5 - Very Good

### Playing, learning and developing

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 provided rich and varied experiences that helped children become confident, responsible, and successful in their play. Children were fully engaged indoors and outdoors, and their imagination and learning were supported through creative activities. Children were playing alongside childminder throughout the inspection. During our visit, children attending were happy and having fun. The childminder demonstrated a responsive approach to children's interests and choices, which actively supported their rights and empowered them to shape their own play and learning. This approach conveyed to children that their thoughts and preferences were valued, fostering a sense of respect.

Children's language, literacy, and numeracy skills improve through play. The childminder worked closely with families to help them understand how these experiences benefited their children. This built trust and supported children's wellbeing. Children were engaged in a variety of play experiences which provided opportunities for them to develop their skills in language, literacy and numeracy. Children were using playdough to make animal shapes supporting their development of fine motor skills, problem solving and numeracy skills. One child was mark making on paper and gave this to inspector to take away and another child used imaginative play with cars, lorries, dolls and small world figures, supporting their creativity and curiosity skills. These were opportunities for children to lead their own play, learning and confidence supporting children's well-being.

The childminder understood how children learn and used good practice to create rich play and learning experiences. For example, she helped him create a garage helping develop language and social skills. Children had regular chances to think and solve problems through imaginative play, like building a shop with boxes and play money, which supported early maths and cooperation. The childminder used conversations and open-ended questions to build vocabulary and understanding, for the children. During snack time, they discussed where fruit comes from, encouraging children to wonder about the world.

She supported children to learn at their own pace, knowing when to step in or step back. The childminder noticed non-verbal cues, like a child pointing to a toy, and helped them join in, supporting inclusion and confidence. By observing children closely, the childminder extended learning without taking over. When a child showed interest in pumpkins, she added orange playdough, jigsaw and books, sparking curiosity and deeper thinking.

## 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 demonstrated a warm and nurturing relationship with the children, who were settled and comfortable in the childminder's care. Care and learning routines were delivered with kindness and compassion. The childminder responded sensitively to the children's cues, interests and preferences throughout our visit, supporting their emotional well-being and overall development. One parent told us "my child loves going to the childminder, my child asks everyday to go and is always happy after he has spent the day with her."

The childminder supported children's emotional wellbeing through nurturing care. Mealtimes were calm and enjoyable, with children were helping to set the table and choose from healthy, culturally appropriate food. One parent agreed that her child was encouraged to choose healthy snacks that the childminder offered. Daily routines like naps and meals gave children a sense of safety. The childminder used these moments to connect, talk, and support learning. The childminder actively supported children to socialise and engage in play with one another, fostering positive peer interactions. At the same time, she respected children's individual preferences to play on their own and or alongside each other. This positively supports children's ability to develop social skills and regulate their emotions.

The Childminder supported children's wellbeing through thoughtful personal planning. Each child was seen as capable and unique. Plans were tailored to each child's strengths and needs. Goals were realistic and regularly reviewed. One child who was working on fine motor skills was given fun activities like threading beads and transporting cars which helped him make steady progress.

The childminder worked closely with families and professionals to meet support needs. For instance, when a child had needed speech therapy, the childminder followed agreed strategies and included them in daily routines. Parents were actively involved in creating the child's personal plans. One parent told us "The childminder helps to meet my child's milestones alongside me, from walking and talking to toilet training".

The childminder kept in close contact with families through chats, at drop off and pick up. She worked to remove barriers, like offering flexible meeting times for busy parents. Children's families were welcomed into the childminders home. This supported developing relationships, involvement and belonging in the service. The childminder had demonstrated a deep understanding of the children and their families, fostering a warm, inclusive and supportive environment. Attachments had formed between the childminder and children attending, enabling a feeling of comfort, security and belonging. One parent told us "I have a good relationship with my childminder because we communicate openly, and I feel listened to and supported. I trust my childminder completely, and it's clear my child feels happy and comfortable in her care, which means a lot to me as a parent". This strong partnership improved the quality of care and helped children feel secure, respected, and supported.

## 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	4 - Good
Leadership and management of staff and resources	4 - 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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