

Gibson, Louise Child Minding

Hamilton

Type of inspection:
Unannounced

Completed on:
27 October 2025

Service provided by:
Louise Gibson

Service provider number:
SP2006960945

Service no:
CS2006132966

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 have access to two areas upstairs and a playroom, living room, bathroom and kitchen/dining area downstairs. There is access to a garden at the rear of the property. The service is located close to local parks, amenities and primary schools.

About the inspection

This was an unannounced inspection which took place on Thursday 23 October 2025 between 09:10 and 11:55. 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 people using the service and one of their family
- Spoke with the childminder
- Observed practice and daily life
- Reviewed documents.

Key messages

- The childminder was warm, caring and engaged with children in a nurturing manner.
- Community links supported wider learning for children of all ages.
- Personal plans should capture details of children's needs, interests and progress. They should be shared with and regularly reviewed with parents and children.
- Strategies had been created with parents and where needed were in place for individual children. This supported children's health and wellbeing.
- Care and support were delivered in a meaningful way and met the individual needs of children.

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	4 - Good
Children are supported to achieve	4 - Good

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

Leadership 4 - Good

Quality Indicator: 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.

Children and families were involved in setting the direction of the service through discussions helping to influence positive change. Further to this, the childminder had begun reviewing and reflecting on their practice and service by using best practice document A quality improvement framework for early learning and childcare sectors: childminding.

The service was well-led. Various policies were in place and reviewed regularly. For example, equal opportunities, child protection, emergency procedures and complaints. Contact information for Care Inspectorate was added to the complaints policy. We asked that a note be added to ensure parents knew they could contact Care Inspectorate at any time.

Reflective approaches and connections with other local childminders ensured that practice and improving outcomes for children and families were important. The childminder took an informal approach to self-evaluation. However, they were aware of the improvements needed and the strengths of the service. As part of this, enhanced child protection training, hand and food hygiene and first aid training had recently been refreshed.

The childminder was committed to supporting children to develop, meet their needs and to ensure they had fun. Ideas and requests were shared by families and implemented by the childminder where appropriate. Parents told us the childminder was "Always available for a chat" and "Gives me great feedback about my [child's] day." Children and families were receiving support that was right for them.

Children play and learn 4 - Good

Quality Indicator: Playing, learning and developing

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 used their knowledge of how children develop to support quality play and development experiences. The childminder knew this was beneficial and told us about the confidence ongoing training had brought to their practice and improved service delivery. We discussed the importance of experiences and resources on offer being reflecting the needs and interests of individual children. This was an area the childminder told us they were continuing to develop.

Outdoor play and community experiences were regular. A parent told us "The walks in the woods and park play is a big part of being at [childminder's]." For example, children visited the local woodland for walks and to explore nature with leaves, bugs and dig with dumper trucks in the mud. This supported children's communication, movement and social development.

Children were exploring toys and materials such as books, a car garage, magnetic blocks and craft materials.

The childminder knew when to observe and when to engage to extend play experiences. They used I wonder questions and made suggestions to support children's curiosity and creativity.

Children were having fun, happy and confident in the childminder's home. The childminder encouraged spontaneous play experiences and some provocations to extend learning were used. For example, the childminder was reading pumpkin stories to children; they were animated and singing. They used actions and gestures that engaged children and built their sense of excitement and engagement.

There was a system of two-way communication in place that supported parents to remain informed about daily experiences and play. As part of that the childminder shared messages and photos. This helped the childminder to maintain communication as a part of evaluating children's development and achievements.

Children are supported to achieve 4 - Good

Quality Indicator: Nurturing care and support

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.

Practice and approaches were in place to help keep children safe. The childminder was aware of their responsibility and were confident they would respond correctly if concerned about a child. Systems were in place to support children's wellbeing relating to dietary and medical needs. We discussed the process of Disclosure Scotland checks for household members when they turn 16 years old. The childminder was aware of this, and this was underway at the service.

Suitable arrangements were in place to support children's rest, sleep and care needs. The childminder had established familiar routines and responded to children's individual needs. Routines were effectively supporting children's needs and family wishes.

Sociable and healthy eating experiences were promoted at the service. Children's mealtimes were relaxed and used as an opportunity to promote involvement and independence. A healthy balance of meals and snacks were offered, and some children brought their snacks and food from home. We discussed best practice guidance from Setting the Table document relating to drinks available to children. The childminder was aware of this, and fresh water was available to children to remain hydrated.

Children were relaxed, comfortable and having their needs met by the childminder. The childminder knew the importance of nurturing attachments and interactions. They held a relevant qualification and used responsive approaches to caring for children. A parent told us "[Childminder] is lovely and fun and makes my [child] feel loved." The childminder's experience and use of guidance underpinned the care and support of children.

We discussed the importance of children's rights and the importance of their voice being central to planning decisions. The childminder shared some examples of children's success and achievements in play through photos and written messages with parents. Children were also encouraged to share with their families. This supported the voices of all children to be heard.

Children's individual files contained information such as likes and dislikes and care needs. We reminded the childminder to update this information regularly through consultation with families to ensure children's current needs and likes were reflected and the childminder agreed.

Through discussion with the childminder we noted, and they agreed, that personal plans did not include the opportunity for parents and children to review and input thoughts and suggestions on a regular basis. This meant children's current interests and curiosities which promote learning and development were not fully supported. See area for improvement one

A parent told us "I am fully involved in [child's] care." For example, because of a discussion with a parent about a child's general interest in all things magnetic the childminder purchased magnetic blocks. These were introduced to encourage and support problem solving, curiosity and challenging play experiences. The childminder also had an agreed strategy in place with another family to support a child's individual additional need. These verbal discussions ensured families were involved in elements of their child's experience.

Reassuring and trusting relationships with families had been formed and were helping to meet children's needs. Parents appreciated this and one parent said the childminder "Gives me great feedback about my [child's] day" and "[Childminder] cares for [child] and gives [child] the best care." This ensured that the setting reflected the wishes of families.

Areas for improvement

1. Personal plans should capture details of children's needs, interests and progress. They should be shared with and regularly reviewed with parents and children.

This is to ensure care and support is consistent with the Health and Social Care Standards which state that: "My personal plan is right for me because it sets out how my needs will be met, as well as my wishes and choices." (HSCS1.15)

What the service has done to meet any areas for improvement we made at or since the last inspection

Areas for improvement

Previous area for improvement 1

The childminder should ensure she is up-to-date with current infection prevention and control practice and procedures by reading and following the guidance for nappy changing and hand washing within the document 'Infection prevention and control in daycare of children and childminding settings.'

She should ensure she wears disposable gloves and disposable aprons at every nappy change and wash her hands after assisting children with blowing their noses. This would contribute to children's health, safety and wellbeing and improve the good health and safety practices which are already in place within the service.

This is in order to ensure care and support is consistent with the Health and Social Care Standards which state: I experience high quality care and support based on relevant evidence, guidance and best practice. (HSCS 4.11)

This area for improvement was made on 2 May 2019.

Action taken since then

The childminder was up to date with current infection prevention and control practice and procedures. They wore disposable gloves and disposable aprons at every nappy change and handwashing was embedded. Handwashing took place after every nappy change. The childminder told us that handwashing also took place before and after mealtimes, after playing outdoors, after wiping noses and following messy play. The childminder had created a hygiene practice document to support their practice. This was contributing to children's health, safety and wellbeing and demonstrated good health and safety practices in place within the service.

This area for improvement was addressed.

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	4 - Good
Leadership and management of staff and resources	4 - Good
Children play and learn	4 - Good
Playing, learning and developing	4 - Good
Children are supported to achieve	4 - Good
Nurturing care and support	4 - Good

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