

# Tots 2 Teens (T2T) Child Minding

Glasgow

**Type of inspection:**  
Unannounced

**Completed on:**  
7 November 2025

**Service provided by:**  
Catherine Smyth

**Service provider number:**  
SP2014985605

**Service no:**  
CS2014323200

## About the service

The service is provided from the childminder's home in the residential area of Cambuslang, Glasgow. 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 the living room, kitchen/dining area and downstairs bathroom. There is access to a front and rear garden at 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 Wednesday 5 November 2025 between 09:00 and 12:05. 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 two people using the service and six families
- 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.
- Where individual additional needs had been identified, there were clear strategies in place with families to support children. The childminder looked to the families for in-depth information about how best to do this for each child.
- The childminder should continue to develop rich and challenging experiences that are set at children's pace and delivered using best practice.
- Children had the opportunity to take part in a wide variety of experiences in the community that helped develop their curiosities and interest in learning. This supported children to feel joy and have fun.
- There was a real focus on the importance of positive relationships at the service. The childminder worked to ensure children and families were happy and safe. It was clear that the values and aims of the service were central to the childminder's approach.

## 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	5 - Very 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.

The aims and values of the service were displayed and shared with parents. Overall, the childminder was delivering care to minded children in a way that reflected those values. We discussed the benefits of further involving children and families when reviewing these to capture their thoughts and suggestions for the direction of the service and the childminder agreed.

The childminder aimed to deliver a positive and responsive culture as part of leading their service. It was clear that the childminder took a positive and responsive approach. For example, where parents had made requests or sought support the childminder had responded to provide this for individual children. This meant the ethos of the service was one of quality care and learning and the childminder was focused on continuing the journey towards high quality leadership of the service.

The childminder was committed to ongoing training. Recent courses included preventing infection in early years, food hygiene and safety and speech, language and communication. The childminder said these had impacted their practice in different ways such as providing guidance in supporting a child with their language development and ensuring they were confident in dealing with allergies.

Developing an improvement plan for the service was an area of focus that the childminder was committed to. They told us they wanted to be able to track the involvement of children and families in the self-evaluation of the work of the service. We noted that the childminder had already started to reflect on the recently launched quality framework. We agreed that this would provide an opportunity to select focused areas for reflection and support improvement planning procedures. We encouraged the childminder to continue forward with this positive focus.

There were some elements of child and parent voice evident in the service. One parent told us "[Childminder] works well with the children, communicates well." Another said, "[Childminder] is always willing to talk." Examples included parents voice in children's individual personal planning reviews and target setting. Also, for children in the preparation stages of events such as Easter and Halloween. This helped to ensure children's needs and wishes were being considered and accommodated where possible.

## 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.

Children were having fun, happy and content 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 a road safety story to children; one child was chatting and pointing to pictures in the book.

We discussed the need for children to be able to explore play in their own way and at their own time and pace. This was an area the childminder told us they were continuing to develop as they worked to meet the individual needs of children in their play.

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.

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.

Outdoor play and community experiences were regular. A parent told us their child had the opportunity to be involved in "Nature activities, visiting various places, getting involved in group activities." Another said their child had been involved in "Feeding ducks, learning to ride a bicycle, nature walks, outdoor activities in farms and parks." This supported children's curiosities, movement and social development.

We discussed the practice of knowing when to observe and when to engage to bring depth and richness to play experiences. For example, children were focused and concentrated on construction play with beads. However, play was interrupted with an offer to move on to another activity. We discussed this with the childminder, and they understood the importance of this.

Children were exploring toys and materials such as trains and a track, beads, construction blocks and art materials. The childminder used some I wonder questions and made a few suggestions to support children's thinking when playing with the trains and track. Children responded well to these ideas smiling and exploring the concepts of up and down and back and forward, the childminder understood the value of play-based learning experiences for children.

## 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.

The childminder had nurturing attachments and interactions with children. They held a relevant qualification and used a warm and responsive approach to minding children. Children engaged with the childminder in a confident, fun and friendly way. There was lots of laughter and smiles during the inspection visit. A parent said they were "Very happy with my child's development, thankful for the childminder's input." The childminder spoke of best practice and guidance that underpinned the care and support of children.

Appropriate arrangements were in place to support children's rest, sleep and care needs. The childminder had established routines and knew children's individual cues to help them feel safe and secure. This meant that routines were effective in supporting children's needs and transitions at all levels.

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 of accidents, incidents, the administration of medication, and any medical or dietary needs.

We discussed the processes, systems and approaches helping to keep children safe and the childminder was confident they would know what to do in an emergency.

Families were meaningfully involved in children's plans. Valued by the childminder, the rights of children were central to personal planning. The childminder captured examples of children's success and achievements in play and development through photos and observations. These were shared with and reviewed by families on a regular basis. One parent told us "The childminder communicates to us on our child's personal plan. Listens to us, collaboratively works with child and us. Looks out for [my child's] best interest."

Sociable and healthy eating experiences were promoted. Children's mealtimes were relaxed and unhurried with access to fresh water to remain hydrated. Best practice guidance was used to create a healthy and balanced menu of meals and snacks. One parent told us "My children don't eat everything, the childminder will always provide them with a meal that suits them." Another said, "The [childminder] provides healthy meals always."

The care provided was influenced by insights from families about their children. Trusting and supportive relationships with families were formed and helped to meet children's needs. Parents appreciated this and one parent said the childminder was "A wonderful, caring and loving person. They take really good care of the children." The childminder's approach reflected the aspirations of families.

A parent told us "[Childminder] is very patient with [child] and they always have a nice time, we are always keeping in contact about [child] and their development and how we can help them in different ways." The childminder worked to tailor strategies to individual children's needs and interests. Where additional supports were needed this meant that children were recognised as capable individuals and the support given was delivered with kindness and compassion.

## 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	4 - Good
Playing, learning and developing	4 - Good
Children are supported to achieve	5 - Very Good
Nurturing care and support	5 - Very Good

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