

Mommie Day Care Child Minding

Greenock

Type of inspection:
Unannounced

Completed on:
21 October 2025

Service provided by:
Diane Campbell

Service provider number:
SP2017989011

Service no:
CS2017356137

About the service

Diane Campbell trading as Mommie Day Care, provides a childminding service from their home in Greenock, Inverclyde. The service is registered to provide a care service to a maximum of six children at any one time under the age of 16, of whom no more than three are not yet attending primary school and of whom no more than one is under 12 months. Numbers are inclusive of the childminder's family.

At the time of our inspection, 10 children were registered with the service.

About the inspection

This was an unannounced inspection which took place on 9 October 2025 between 13:00 and 14:30. 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 children using the service
- issued an electronic questionnaire to families using the service and received six responses
- spoke with the childminder
- observed practice and daily life
- reviewed documents.

Key messages

- The childminder used warm, kind and nurturing approaches in their interactions with children.
- Children were happy and having fun.
- Positive relationships had been developed and maintained with families.
- Children benefitted from regular visits to places of interest within their local community.
- The childminder had introduced self-evaluation processes. These could be further developed in line with Care Inspectorate's framework.

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

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.

Quality Indicator: Leadership and management of staff and resources

The childminder was warm and welcoming, engaging positively throughout the inspection process. The childminder's openness to feedback supports a culture of continuous improvement, enhancing the quality of care and learning experiences for children.

Children were relaxed, happy, and at home, which reflected the inclusive nature of the service. The nurturing ethos of providing a safe, home from home environment where every child feels valued, was evident and shared with families at enrolment. Regular review of the service's vision, values and aims will ensure they remain responsive to the evolving needs and aspirations of children and families.

Families were kept well-informed through daily verbal feedback and digital communication. The childminder valued the input of families, seeking their views through face to face discussions and the distribution of questionnaires. Feedback received from returned questionnaires was positive. All families who responded, strongly agreed that 'My child and I are involved in a meaningful way to help develop the service.' As a result, families felt listened to and were confident that their contributions influenced the ongoing development of the service.

The childminder had engaged in a process of self-evaluation, identifying both strengths and areas for improvement for the service. This had led to the development of an improvement plan, identifying service priorities and demonstrated a commitment to continuous improvement. This supports positive outcomes for children. To further strengthen improvement planning processes, the childminder would benefit from becoming familiar with Care Inspectorate's guidance (2025), 'A quality improvement framework for the early learning and childcare sectors: childminding.' This will ensure the childminder embeds manageable processes that reflects current expectations and meets their service aim of 'reflecting regularly on practice through self-evaluation and training, ensuring continuous improvement in line with the Care Inspectorate's Quality Framework.'

Learning through participation in professional discussions with other childminders supported the sharing of ideas and sector updates, contributing to improved practice and outcomes for children and families. The childminder demonstrated a commitment to professional development by engaging in some opportunities to refresh and enhance their skills, knowledge, and understanding. They had recently attended an attachment theory webinar alongside first aid and enabling environment training to support them provide safe spaces to children. Undertaking child protection training will further strengthen safeguarding practices and ensure children's safety and wellbeing are prioritised.

Children play and learn 4 - Good

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.

Quality Indicator: Playing, learning and developing

Children were happy and having fun, confidently choosing from a range of accessible resources that reflected their interests and developmental stages. The childminder demonstrated a responsive approach, rotating toys based on children's preferences and stages of development. On the day of inspection, children had visited a local shop to select new toys, further promoting choice and independence. This child-centred approach actively supported children's rights, empowered them to shape their own play and learning. As a result, children experienced a sense of ownership, respect, and inclusion, which contributed positively to their emotional wellbeing and engagement in play.

Children's literacy skills were supported through playful experiences such as role playing doctors and hair dressers and early mark making activities. The childminder was skilled in knowing when to sensitively join play and when to step back, which supported children's understanding of positive behaviours and cooperative play. One parent told us, "My child's development has been amazing since joining. Their speech, interaction, & manners have improved substantially." The childminder's approach enabled children to explore and problem-solve independently while feeling emotionally secure, contributing to their confidence, social development, and early learning.

Observations were used to capture children's progress in key areas of development such as communication and numeracy. Floorbook planning formats also evidenced children's enjoyment of play and learning experiences, including attending community events and planned outings with other local childminders. To strengthen planning processes, the childminder could ensure that observations and recorded experiences include clearer descriptions of learning that are linked to children's ideas and interests. This would support more targeted planning for children's next steps, leading to personalised learning, improved developmental outcomes, and deeper engagement in their play and learning.

The childminder made effective use of the local community to enhance learning, including regular outings to toddler groups and intergenerational visits to support friendships. Visits to a local heritage museum also supported children's social development and connection to the wider community.

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.

Quality Indicator: Nurturing care and support

Children experienced warm, trusting relationships that supported their emotional wellbeing and development. The childminder's nurturing and compassionate approach created a secure environment where children felt settled and comfortable. Care routines were consistently delivered with kindness, and the childminder responded sensitively to children's cues, interests and preferences, promoting a strong sense of belonging. Parents consistently spoke positively about the quality of relationships, describing the childminder as feeling like family and highlighting the strong emotional bonds formed. Comments included:

"Diane is a perfect fit for our child, they have a great bond" and "My childminder has very quickly built a warm, kind and trusting relationship with my child." These relationships contributed to children feeling safe, valued and confident in the childminder's care.

Families were warmly welcomed into the childminders home, contributing to strong relationships. Parents spoke positively about the childminder's communication methods and the opportunities to engage with the service. Comments included: "Diane has great communication and does everything to make us feel happy about our child's care" and "Diane sends lots of pictures, updates at the end of the day which is great for us." As a result, families felt well informed, reassured, and actively involved in their child's experiences, strengthening trust and partnership working.

Children benefited from strong links with other childminders and their minded children, which provided valuable opportunities to socialise and engage in peer play. These experiences actively supported the development of positive peer relationships and social skills. The childminder was also attuned to children's individual preferences, respecting their choice to play independently, which contributed to their ability to regulate emotions and feel secure. One parent highlighted the childminder's focus on manners as a key strength of the service. The childminder's respectful and inclusive approach to communication, alongside thoughtful gestures such as 'random acts of kindness' celebrating individuals in the community, helped children to develop empathy, value others, and build a strong sense of respect and belonging.

Personal plans were developed in partnership with families and all parents confirmed they were actively involved in both the development and regular review of their child's plan. Plans were used meaningfully to reflect children's changing needs and included essential information such as emergency contacts, health and medical details. This collaborative approach enabled the childminder to provide responsive and nurturing care that supported children's wellbeing and development. We discussed how the childminder could further strengthen their approach to personal planning for children who attend more than one early learning and childcare setting. Improved communication and shared planning between services would help ensure children receive consistent support and continuity in their learning and care.

Parents provided all meals for their children, and the childminder ensured that mealtimes were well-supervised, calm and sociable. This approach supported children's safety and promoted positive social interactions, contributing to a relaxed and nurturing atmosphere.

Complaints

Please see Care Inspectorate website (www.careinspectorate.com) for details of complaints about the service which have been upheld.

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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