

Burgess, Hilary Child Minding

Glasgow

Type of inspection:
Unannounced

Completed on:
23 September 2025

Service provided by:
Hilary Burgess

Service provider number:
SP2008969102

Service no:
CS2008171924

About the service

The service is provided from the childminder's home in the residential area of Burnside, 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 are cared for in the downstairs of the property. Children have access to a conservatory, living room and kitchen area with access to a rear garden. The service is located close to local parks, amenities and primary schools.

About the inspection

This was an unannounced inspection which took place on Tuesday 23 September 2025 between 14:45 and 17:00. 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 one family
- spoke with the childminder
- observed practice and daily life
- reviewed documents.

Key messages

- The childminder was committed to providing a high level of early learning and care for minded children.
- Children were loved, secure and having fun.
- Personal plans were in place for children. These were detailed and supported progress with individual needs and interests.
- Community links supported wider learning for children of all ages.

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

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 somewhat involved in setting the direction of the service through discussions helping to influence positive change. Further to this, the childminder had used questionnaires to gather the thoughts of families. Feedback demonstrated parents were satisfied. We suggested to use best practice guidance to ask focused questions, collate results, share with families and act where appropriate. This would ensure families were involved in a more meaningful way in the direction of the service.

Overall, the service was well-led. The childminder read a lot of relevant information and used some best practice guidance to influence practice. However, we asked that the childminder undertake the process to remove an outdated condition on their Care Inspectorate certificate of registration and ensure they were up to date with information about data protection and information rights.

Reflective approaches and connections with local childminders ensured that practice and improving outcomes for children 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, infection prevention and control training had recently been refreshed, and the childminder was aware of the recently launched 'A quality framework for early learning and childcare: childminding'.

We spoke with the childminder about the importance of safeguarding children. We were confident they would act as required if they had a concern about a child. Child protection refresher training, however, had not taken place recently and we signposted the childminder to relevant online training that was available.

The childminder was committed to supporting children to develop, meet their needs and to ensure they had fun. Early-stage plans were in place to explore intergenerational work within the local community such as visits to a local care home. They told us they felt this would benefit children and the residents of the local community. We signposted the childminder to intergenerational working information on the Care Inspectorate hub.

Children play and learn 5 - Very Good

Quality Indicator: 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.

Children had access to a wide variety of toys and materials such as a number wall, puzzles and outdoor mud garden. Toys and resources were developmentally appropriate for children and sparked children's curiosity and interests. For example, when exploring raised garden beds outdoors one child pointed to a plant and said, "We can eat it". The childminder extended this learning by reminding children that those plants were

flowers and showed children another garden bed where they had planted strawberries for eating. The conversation supported the development of children's natural curiosity, creativity and problem-solving skills.

Opportunities to play and develop in the local and wider environment were regular and welcomed by both children and families. The childminder had established links with other childminders and children had the opportunity to meet in the park and play together. Long walks and connections with a local allotment had all helped to provide fresh air and exercise. This supported children's sense of wonder, health and wellbeing.

One family told us the childminder had, "Met my expectations and beyond" and said that their child had, "Settled in very quickly and there's been continuity between home and childminder". Interactions and experiences consolidated children's sense of emotional wellbeing and belonging at the service.

The childminder had a firm knowledge of how children develop and how to support high quality learning through play. They planned ongoing learning within their own community. This included regular trips to Bookbug sessions at the local library to support the development of language and literacy. The childminder knew this was beneficial and told us about the positive impact on children's social skills.

Sensitive approaches were used to positively recognise the individual independent thoughts and feelings of children. The childminder had a solid knowledge of how children liked to play and learn and used those cues to give them the best opportunity to experience successes and celebrate their achievements. This was evident when the childminder was able to gently explain concepts such as waiting, sharing and turn taking in a way that was appropriate for children of different ages and stages. As a result, children were relaxed, comfortable and content in the childminder's home.

Children were engaged, confident and happy. The childminder valued the benefits of outdoor play and high quality planned and spontaneous play experiences. Interesting toys and equipment for learning and extension to learning through play were used to support this. For example, children discussed and explored mathematical concepts while using cups and water in the garden to pour, fill and empty. Thinking and problem-solving skills were nurtured as part of the childminder's approach.

Interactions with children were engaging and skilled. For example, one child asked the childminder to help move a bike down small steps in the garden and another child practiced walking down the steps safely. The childminder skilfully extended both experiences. They used descriptive language, made links to safety and ensured fun was central to the play experience. This skilled approach helped maximise opportunities for children to be challenged and engaged across the day.

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 fully understood the importance of nurturing and responsive attachments and interactions. They used a holistic and responsive approach to minding children. Children engaged with the childminder in fun and laughter throughout the inspection visit. A parent told us, "My child is safe and well cared for, they are very happy too". Best practices, theories and guidance underpinned the care and support of children.

Personal plans were in place and contained information such as areas of interest, needs and achievements. Families and the childminder agreed that discussions at drop off and pick up times added much value to the content of individual plans. One parent told us they were, "Involved in personal planning and my preferences are respected." This level of shared information ensured positive outcomes for children during daily routines.

Transitions at all levels helped children feel safe and secure. Arrangements were agreed with families to support children's rest, sleep and care needs. The childminder had established routines and knew children's individual cues. This meant that routines were effective in supporting children's needs and family wishes.

The childminder was aware of their responsibility to keep children safe. We discussed safe sleeping, nappy changing procedures, management and administration of medication, accident and incidents and medical or dietary needs. Processes, systems and approaches were effective in helping to keep children safe.

Children's mealtimes were relaxed, unhurried and used as a valuable opportunity to connect with children and provide emotional support when needed. Families provided snacks and meals for children. Children had access to fresh water to remain hydrated. This helped to promote sociable and healthy eating experiences.

Strong, trusting and supportive relationships with families were established and helped to meet children's needs. A family had been helped during a recent transition and felt supported by the childminder. Parents valued this relationship, and one parent said the childminder had, "Asked us to fill in questionnaires but it's all good, no concerns". This ensured that the setting reflected the aspirations of families, and the childminder was jointly planning children's care and support.

There was an established system of two-way communication in place that supported parent participation such as daily chats and the use of an app to share photos. This helped the childminder to maintain clear and effective communication as an important part of evaluating children's development, progress and achievements. During our visit we observed parents arrive to collect their children. This was a very relaxed and informal process that demonstrated how comfortable children and families felt in the childminder's home.

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 provider should access regular training linked to children's needs, to improve and develop their existing skills.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes' (HSCS 3.14).

This area for improvement was made on 22 July 2019.

Action taken since then

The provider had undertaken some training that was linked to the needs of children. This had helped to develop and improve their existing skills.

This area for improvement was addressed.

Previous area for improvement 2

The provider should review and further develop personal plans for all children and ensure that they are completed in line with legislation.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'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 22 July 2019.

Action taken since then

The provider was using a template for personal plans. They also used an app to communicate with families. Each child had an individual folder of photos and artwork.

This area for improvement was addressed.

Previous area for improvement 3

The provider should review the service's recording format for the Administration of Medication so that it is clear, easy to follow and has space for a parent's signature each time it is administered.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'Any treatment or intervention that I experience is safe and effective' (HSCS 1.24).

This area for improvement was made on 22 July 2019.

Action taken since then

The provider had reviewed the recording format they used for the administration of medication. The template being used was clear, easy to follow and had space for parents to sign each time medication was administered.

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	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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