

Little Rays of Sunshine Childminding Child Minding

Glasgow

Type of inspection:
Unannounced

Completed on:
5 November 2025

Service provided by:
Elaine Curran

Service provider number:
SP2023000166

Service no:
CS2023000262

About the service

The childminder operates a childminding service from her home in Deaconsbank, Glasgow. The service is delivered from the family home and children have access to the playroom, lounge, kitchen, hall, and toilet. Children also have access to an enclosed rear garden.

The childminder is registered to provide a care service to a maximum of six children at any one time. The childminder employs an assistant on a part time basis. When the assistant is working the childminder is registered to care for maximum of seven children. At the time of our inspection, the childminder and the assistant were caring for three children.

About the inspection

This was an unannounced inspection which took place on 4 November 2025 between 11:45 and 14:45. 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 using the service
- gathered the views of four parents
- spoke with the childminder and the assistant
- observed practice and children's experiences
- reviewed documents.

Key messages

- The service demonstrated strong relationships, clear communication, and responsive care that supported children's wellbeing and development.
- Improvements in self-evaluation and planning would further enhance outcomes for families.
- Children experienced a safe, clean, and well-maintained environment that supported independence, creativity, and sustained engagement.
- Children experienced a warm, nurturing, and homely environment where positive, respectful interactions supported their emotional wellbeing, independence, and sense of security.
- Further strengthening of personal planning to track children's progress and development would ensure experiences are tailored to individual needs, supporting continuous learning and improved outcomes for every child.

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 thrive and develop in quality spaces	5 - Very 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.

Parents were provided with clear information about the aims and aspirations of the service. These aims were evident in the day-to-day life of the setting and reflected in the childminder's practice. It would be beneficial for the childminder to review these aims as new children and families join the service and consult with them about their own aspirations of the service.

Parents who gave feedback told us they and their child were always involved in a range of opportunities and fun experiences that met their individual needs and supported their development. The childminder consulted with children and families daily at drop-off and collection times. A Facebook page was used to share learning experiences and activities that children had taken part in. Some written feedback from parents included; "They have shared and asked for feedback on my child's needs on a regular basis and I always feel so welcome and have a really good handover. Although my child is older I always have a lovely chat at pick up and a chance to chat about what she's been doing."

We noted that the use of a large floor book captured children's voices effectively and highlighted their interests, which helped to inform future planning of experiences, activities, and outings. The childminder should continue to consult and involve children in this way.

The childminder was experienced and confident in their role and cared deeply about the children and families using the service. They engaged well with the inspection process and were receptive to feedback on ways to improve the service. We discussed how the childminder could develop and improve self-evaluation processes. While the childminder had used the new quality framework to create an improvement plan, this was not fully reflective of the needs of the service or planned improvements. We suggested that the childminder refer to the Care Inspectorate document "Self-evaluation for improvement - your guide" to support reflection on what is working well and what needs to improve.

The childminder employed one assistant on a part-time basis to support the delivery of care. Appropriate safety checks were completed before the assistant started work. This contributed to the health, safety and wellbeing of children attending the service.

The assistant was skilled in their interactions with children and demonstrated a clear understanding of their needs, wants, and requests, responding in a kind and nurturing way. As a result, children felt safe and secure in the setting.

Through our observations, we saw that the childminder and assistant communicated well and shared responsibilities to ensure children's needs were met. The childminder supported and encouraged the assistant to complete core training such as child protection and first aid. To further develop skills and knowledge and improve outcomes for children, both the childminder and assistant would benefit from training focused on supporting children's play, learning, and development.

Children thrive and develop in quality spaces 5 - Very Good

Quality indicator: Children experience high quality spaces

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's home was clean, bright, and well maintained, which meant children experienced a safe and welcoming environment. They benefitted from a homely and comfortable setting that supported their sense of security and wellbeing.

Regular maintenance and safety checks, including fire drills, ensured the environment remained safe and secure at all times. Robust risk assessments for indoors, outdoors, and outings were carried out, reviewed, and updated as required, which helped reduce risks and keep children safe during all activities.

The childminder and the assistant had completed infection prevention and control training. We observed their practice to be safe and effective. Children were supported and encouraged to wash their hands after being outdoors, before mealtimes, and after personal care. This promoted good hygiene and reduced the risk of infection.

Children had access to a large dining kitchen, playroom, living room, downstairs toilet, and a secure rear garden. These areas were carefully planned to allow children to move freely and make choices, which supported independence, confidence, and active play. The environment was carefully planned and designed to meet children's needs and interests. Spaces reflected what children were curious about at the time, encouraging exploration and engagement. For example, when children showed an interest in construction, a dedicated area with blocks and loose parts was created, allowing them to work together on building projects and develop problem-solving skills. High-quality resources were provided and rotated regularly, which kept experiences fresh and stimulating. This approach supported sustained engagement, as children returned to activities with renewed curiosity. All materials were well maintained, ensuring safety and enabling children to use resources independently and confidently. As a result, children demonstrated creativity, collaboration, and extended periods of focused play, which contributed positively to their learning and wellbeing.

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.

Both the childminder and the assistant were skilled and motivated to support and encourage children's play and learning. We observed children confidently making choices about what they wanted to do, which promoted independence and decision-making skills. The childminder and assistant facilitated and extended children's learning in a gentle and reassuring way, creating a positive and nurturing atmosphere. They challenged children through effective questioning and prompting, which encouraged problem-solving and deeper thinking. Both were highly attuned to children's requests and interests, ensuring experiences were meaningful and engaging.

Children were able to tell us about the fun experiences they had with the childminders and enjoyed showing us a large floorbook, which allowed them to reflect on past experiences and celebrate achievements. This supported language development and memory skills.

Children had very good opportunities to play and learn outdoors and in their local community. They enjoyed visits to local parks, the woods, and Bookbug sessions, which promoted physical activity, social interaction, and literacy. The childminders valued the importance of outdoor play and encouraged children to learn through nature. One child was very excited to share their experience of picking berries in the woods and making jam. This demonstrated how real-life experiences supported learning and creativity.

Resources indoors and outdoors supported children's development in language, literacy, and numeracy. A variety of age-appropriate books were available in the playroom, and we observed children selecting books and listening to stories read in an engaging way that captured their interest. This encouraged participation, prediction, and vocabulary building.

Numeracy and mathematical concepts were evident throughout the play environment. Children were encouraged to count and recognise numbers during play. For example, we observed the childminder interacting with a child building a spaceship with blocks, using references to size and quantity to extend learning.

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 and the assistant knew the children very well and provided a nurturing, homely experience that helped children feel comfortable and relaxed in their care. Throughout our visit, we observed how fond the children were of them and the love and affection shown by the childminder and assistant. Children benefitted from warm, positive interactions that included praise, cuddles, and gentle reassurance, which supported their emotional wellbeing and sense of security.

Interactions were consistently calm and nurturing, with gentle tones and touches providing comfort and reassurance when needed. Lunchtime was a calm and sociable experience where children enjoyed casual conversation and received support when required. Parents provided packed lunches, which the childminder served, and additional healthy snacks and drinks were offered throughout the day, promoting healthy eating habits.

The childminder and assistant respected children's individual needs and stages of development, knowing when to step in to offer support and when to provide challenge, which encouraged confidence and independence. Personal care needs such as toilet visits were managed in a way that maintained privacy and dignity, helping children feel respected and safe.

Each child had a personal plan containing emergency contact details and information about routines, likes, and dislikes. These plans were updated with achievements and progress using SHANARRI wellbeing indicators and shared with parents, which supported continuity of care and promoted positive outcomes for children. We discussed with the childminder how personal plans could be improved by including agreed targets and strategies used to support progress and development. This would make plans more meaningful and help track children's learning and wellbeing effectively.

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 thrive and develop in quality spaces	5 - Very Good
Children experience high quality spaces	5 - Very 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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