

Joanna Barron Childminder Child Minding

Glasgow

Type of inspection:
Unannounced

Completed on:
5 November 2025

Service provided by:
Joanna Barron

Service provider number:
SP2012984285

Service no:
CS2012313299

About the service

Joanna Barron provides a childminding service from her home in the Bearsden area of East Dunbartonshire. She is registered to care for a maximum of 6 children under the age of 16, of whom a maximum of 6 will be under 12, of whom no more than 3 are not yet attending primary school and of whom no more than 1 is under 12 months. Numbers are inclusive of children of the childminder's family.

Children have access to the rooms on the downstairs level of the childminder's home. This includes a playroom, with an adjacent bathroom that has a nappy changing unit. The childminder does not use her garden for childminding. She lives near a large park and uses this space and other outdoor areas in the community.

About the inspection

This was an unannounced inspection which took place on 30 October 2025 between 12:40 and 15:30. The inspection was carried out by one inspector from the Care Inspectorate. Feedback was given on 5 November 2025. There were three pre-school children attending the service. The childminder had four children on her roll. At the time of our visit, the childminder worked a Wednesday and Thursday.

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/spent time with three children using the service
- received feedback from three parents who completed our questionnaires and one parent who emailed us
- spoke with the childminder
- assessed core assurances, including the physical environment
- observed practice and daily life
- reviewed documents.

Key messages

- The children were relaxed and happy, and had fun as they played.
- The childminder provided a good range of toys and activities that were easily accessible to the children. This encouraged child-led play and gave the children freedom to make choices. It helped build their confidence and nurture their curiosity.
- The childminder, children, and their parents had formed very good relationships.
- The childminder had created a warm, homely, cosy environment where children could play, relax and have fun.
- The childminder had undertaken a range of training which linked to the needs of the children as well as her own personal learning and development.
- The childminder should review her policies and general documentation to ensure they are up-to-date and in line with current legislation and best practice.
- The childminder should develop her range of natural resources to support and enhance the children's play and curiosity.

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 key question as good, as several strengths positively impacted outcomes for children and clearly outweighed areas for improvement.

The childminder had a set of aims and objectives. These outlined how the service would operate and the childminder's core values. For example, the childminder aimed to: "... provide a high-quality, nurturing, child-centred service that helped each child learn, grow, and flourish. And to make sure children had warm, caring relationships and plenty of learning opportunities."

The childminder shared their policies with parents during settling-in sessions and home visits prior to the children starting. This approach helped them to provide care that was safe, consistent and responsive to the needs of children and families. We sampled the policies and documentation relating to the service. We found that some of the information needed to be updated, and some required more detail. We have commented on this at the end of the report under What the service has done to meet any areas for improvement we made at or since the last inspection.

A parent told us: "My [child] began settling with her in May 2025. Joanna even visited our home beforehand to meet [child] and older siblings, something no other childminder we have used has ever done. I found her approach very professional and reassuring for both us and [child], and [child] settled in with her very quickly."

The childminder used settling-in times to get to know the families and children. She planned how she would meet their needs, wishes and choices based on these sessions. We found that the childminder was experienced and confident in her role. She cared deeply about the children and families using the service and worked hard to build positive relationships from the start. Parents told us:

"Very good communication- updates and photos during the day, approachable and friendly face-to-face and over messages."

"She [childminder] is positive about my child, respectful of our roles as parents, collaborative, thoughtful and caring. She is a valued person in our life."

The childminder engaged well with the inspection process and was receptive to feedback on ways to improve the service. She had identified, as part of her self-evaluation and quality assurance, areas within the service that would benefit from further development, such as strengthening her knowledge in safeguarding, inclusion and child development. We found the childminder had taken some steps to support this. For example, she had arranged training to update her paediatric first aid in November 2025. And had undertaken an online refresher course in child protection. She had undertaken training in British Sign Language (BSL) and Together, We Can Implement Effective Transition for Deaf Children. This approach helped enhance her skills and knowledge, build trusting inclusive relationships, and ensured the wellbeing of the children in her care.

The childminder valued the views of parents and children and kept in regular contact with them. She used both formal and informal communication to share information. This approach allowed parents to influence the care and ensured their wishes and feedback shaped the experiences provided for the children.

The childminder supported children's learning and development by listening to and observing them. She then used their ideas and interests to plan their activities and outings.

We discussed with the childminder how they could improve their approach to gathering feedback on their service. For example, they could use mind maps to record the views, suggestions and ideas of parents and children, along with the actions taken in response. This would allow the childminder and families to see how their input helped shape the service.

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.

The childminder provided a service which put the children at the centre. The toys and activities were tailored to match the children's ages, stage of development and interests. The set-up of the playroom encouraged the children to lead their own play and make choices.

We observed two children as they confidently selected toys, games and books that interested and challenged them. They really enjoyed choosing and playing matching and counting games. As they played, they received lots of praise, warmth and encouragement from the childminder. They enjoyed painting pictures and pushing a trolley around the room, putting things in and out of it.

The children had numerous opportunities to develop their language and literacy skills. Games and stories helped them learn numbers, shapes and colours. As well as learning about people in their community and safety. The children chose the books they wanted to read and excitedly engaged with the stories, looking at the pictures as the childminder turned the pages. The children were happy and relaxed as they sat on the floor or took turns sitting on the childminder's knee as she played games and read stories to them.

The children had fun and were joyful and confident in their play. They chatted to us in short phrases, excitedly showing us their toys and books.

The childminder knew the children well and understood what they enjoyed doing. They encouraged children's independence through a range of interesting activities. The childminder sat on the floor, read aloud from books, and spoke warmly to the children, cuddling and praising them. Children really enjoyed helping to clear and wipe the table before snack. The childminder praised and encouraged them - "Beautiful, such a good job" and "Good job, sweetheart." When the children needed help and reassurance, the childminder stepped in quickly. For example, when the younger child woke up, the childminder responded to their needs and gently comforted them. These actions demonstrated that the childminder knew the children well and genuinely cared for them.

The children had lots of opportunities for fresh air and physical play. They went regularly to parks, playgroup and other places of interest. In the morning, they had attended a Halloween party at the playgroup. This showed us they had interesting experiences within their community. Parents told us:

"My child enjoyed the variety of activities offered at home, such as baking, crafts, music, as well as community trips like train trips to Milngavie, seeing other children at the park and out on the street."

"They spend time playing outside, meeting other childminders and their children and attending toddler groups, as well as the varied activities she [childminder] offers in her home."

Personal plans reflected each child's interests and needs. The childminder planned the next steps in their learning and adapted activities to the children's developmental stages. She kept records and shared this information with families.

The childminder had linked with various agencies to support the children, for example, speech and language and the health visitor. She used observation, discussion and evaluation to improve play and learning experiences.

The childminder should continue to develop the range of toys and activities. And provide more natural materials as part of the general day-to-day play within the home.

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.

We found that the childminder had good processes in place which helped them get to know the families and children, and their individual needs and routines. The childminder was flexible with how children settled. They offered home visits and individual settling-in time. This approach helped the children and their families begin to build positive relationships with the childminder as they got to know one another.

The children were happy and relaxed. We saw they were engaged in a range of interesting activities and really enjoyed being with the childminder. The childminder was nurturing, loving, caring and kind towards the children. She gave them praise and encouragement, listened and chatted with them, and played with them. She understood the individual needs of the children she was caring for and responded to them in a positive manner.

There was feedback between the childminder and parents when they dropped off and collected their children. The childminder also used texts, WhatsApp and formal meetings. This helped support effective communication and continuity of care and shared the children's progress and their achievements.

The childminder had linked with professionals and had undertaken relevant training to support the individual needs of the children and their families in her care. A parent shared:

"Relationship-focused person centred care. My child has developed such confidence in her [childminder's] care ..."

The childminder had a medication procedure in place. This helped ensure that she stored and administered medication safely to the children she was caring for.

We looked at a range of information that made up each child's personal care plan. This helped the childminder support the children and take account of their needs, wishes and choices. Parents were involved in reviewing and updating their child's plan. The regular sharing of information between the childminder and parents helped to keep the children's individual needs up-to-date. As discussed, the childminder should continue to review and develop the personal plan documents. They should also ensure that all changes and reviews to the care plans are dated and signed.

Parents told us: "We are consulted about every aspect of [child's] care" and "Informal chats about how my child was developing and plans for age-appropriate activities, eg, types of games, baking, craft activities."

The childminder understood the importance of sleep and rest for children's development and wellbeing. They followed safe sleeping practices which helped keep children safe. Regular discussions with parents about their child's sleep or rest supported each child's needs and respected the family's wishes.

We saw that the children were relaxed and happy while eating their snacks and enjoyed the experience. The childminder had completed paediatric first aid and food hygiene training. This helped her keep children safe, for example, when having their snacks or drinks. The children sat at the table or in a highchair, which helped ensure that they did not choke while eating their food.

The childminder was mindful of the children's dignity and privacy when attending to their toileting needs. The toilet facilities were located adjacent to the playroom. We observed that handwashing and nappy-changing procedures were in place. The children were encouraged to wash their hands, and we heard a young child say: "All done, bye-bye water." The childminder had appropriate personal protective equipment. These approaches helped her to support good infection prevention and control practices. To keep her knowledge up-to-date, the childminder should download or view the updated information on infection prevention and control from the Public Health Scotland website - Health protection in children and young people settings, including education: <https://publichealthscotland.scot/publications/health-protection-in-children-and-young-people-settings-including-education>

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 the play environment is safe, secure and free from risks.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: "My environment is secure and safe" (HSCS 5.19).

This area for improvement was made on 24 April 2019.

Action taken since then

The childminder checked the playroom daily to ensure that the room was safe for the children to play in. She had made improvements to the room since the last inspection. Wires were no longer hanging down from the TV and children were able to move freely across the floor.

This area for improvement has been met.

Previous area for improvement 2

The childminder should review information that she shares with parents to ensure that documentation relating to the childminding service is relevant to a childminding service registered in Scotland under the Public Services Reform (Scotland) Act 2010.

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 because people have the necessary information and resources" (HSCS 4.27).

This area for improvement was made on 24 April 2019.

Action taken since then

The childminder had updated their policies and documents. We looked at a range of policies and documents and found that some of the information still needed to be reviewed and updated to bring them into line with legislation and current best practice guidance.

This area for improvement has not been met.

Previous area for improvement 3

The childminder should attend regular training and development to enhance her skills and knowledge and to ensure she keeps up with current best practice and legislation.

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 24 April 2019.

Action taken since then

We found that the childminder had attended a range of training that had helped enhance her skills and knowledge to support the children in her care.

This area for improvement has been met.

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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