

KidZone Child Minding Service

Child Minding

Glasgow

Type of inspection:
Unannounced

Completed on:
26 June 2025

Service provided by:
Andrea Geddes

Service provider number:
SP2009973141

Service no:
CS2009194695

About the service

Kidzone Child Minding Service provides a childminding service from their home in the Knightswood area of Glasgow. The childminder is registered to provide a care service to a maximum of 6 children at any one time 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.

Children have access to rooms on the ground floor where there is a range spaces and play equipment children can choose from. The childminder has a large, enclosed back garden easily accessible from the home. The childminder makes really good use of local parks and local resources.

About the inspection

This was an unannounced inspection which took place on 17 June 2025. We also shared correspondence by email and telephone. Feedback was provided to the childminder on 26 June 2025. The inspection was carried out by one inspector.

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 throughout the inspection year.

To inform our evaluation we gathered information from families using the service, spoke with the childminder, children, and parents. We also observed practice and daily life and reviewed documents.

Key messages

- The childminder was warm, welcoming and inclusive. They provided a consistent and nurturing environment for children.
- Children were confident and were leading their own play and learning.
- The childminder offered children a range of play experiences that extended the breadth of play for children. They accessed lots of community play opportunities.
- The childminder plans to further develop their improvement plan and work with families to offer further engagement.
- Families were happy with the strong relationships they had formed with the childminder.

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

How good is our care, play and learning?	4 - Good
How good is our setting?	4 - Good
How good is our leadership?	4 - Good
How good is our staff team?	4 - Good

Further details on the particular areas inspected are provided at the end of this report.

How good is our care, play and learning?

4 - Good

We evaluated this key question as good where there were important strengths that impacted positively on outcomes for children and clearly outweighed areas for improvement.

1.1 Nurturing care and support

The childminder provided a consistently warm and nurturing environment for children which had a clear and positive impact on their wellbeing. Observations during the inspection, alongside feedback from families, confirmed that children experienced emotionally secure and caring relationships with the childminder. One family stated: "We are always welcomed into the childminder's and feel it's a very homely place." Children were observed to be engaged and relaxed and happy interacting with the childminder. They had strong emotional bonds and the children were keen to share their experiences with us about play, friendships and the fun they had been having. The childminder demonstrated a good understanding of each child's individual needs, preferences and developmental stages. They spoke of the children with genuine affection and used their professional judgement to tailor routines and activities accordingly. We could see this within the personal plans that had been developed for each child; these included information on children's likes, dislikes and progress over time.

The childminder supported children with transitions well. She had established links with local primary schools. The childminder successfully helped children share key information with teachers and strengthened their links with the school. This was supporting children well and the childminder intended to further embed this in practice.

The childminder's attentiveness to children's wellbeing extended to mealtimes, where children were offered a healthy, balanced lunch. Children had been to the shops to choose the foods, and they were involved in preparing their meals. Fruit and drinks were available throughout the day. The lunch experience was sociable and inclusive, supporting both nutritional needs and social development. It was a warm, sunny day and we reminded the childminder to ensure that children were consistently applied with suncream or used shaded areas of the garden to ensure that children were protected from UV rays.

The childminder had attended a range of training including child protection. They demonstrated that they would keep children safe and were aware of care. There were policies and procedures in place to support this. There were also safe policies and procedures to ensure the safe administration of medication. This ensured that children's overall wellbeing needs were being considered as part of their personal plan. Overall, the childminder's approach to care was responsive, compassionate and child centred. Their ability to build strong relationships with both children and families, combined with their commitment to individualised planning and healthy routines was impacting positively on outcomes for children.

1.3 Play and learning

Children experienced a rich and varied programme of play and learning that was well-matched to their age and stage of development. On the day of inspection, children had attended a local playgroup where they participated in a performance, demonstrating confidence and engagement in social and creative experiences. Following this, they returned to the childminder's home where they were observed enjoying lunch in the garden. This provided a calm and sociable environment for rest and reflection of the fun they had shared in the morning. The children also enjoyed sharing their play experiences with us and shared that they had lots of fun when they were at the childminder's home.

The childminder facilitated free-flow access between indoor and outdoor spaces, allowing children to make choices in their play. They demonstrated a strong understanding of children's interests and play preferences including schematic play and ensured resources were available to support this for young children. Children were seen running, jumping and engaging in imaginative play, supported by the childminder's skilled interactions which scaffolded learning and encouraged exploration.

Parents shared positive feedback about the breadth of experiences offered, particularly the regular outdoor play and community activities. The childminder's approach was child-centred, enabling children to lead their own play in a purposeful and supported way. The childminder was continuing to develop ways of recording children's progress and sharing it with families.

How good is our setting?

4 - Good

We evaluated this key question as good where there were important strengths that impacted positively on outcomes for children and clearly outweighed areas for improvement.

2.2 Children experience high quality facilities

The childminder provided a well-organised and nurturing environment that supported the developmental needs of children. The childminder's home was comfortably furnished, with natural light and ventilation, creating a welcoming atmosphere for children. Children benefited from access to a spacious living room and a secure garden equipped with age-appropriate resources, promoting both active and imaginative play. We saw the children choosing equipment and setting up what they wanted to play with, this included a salon and physical games.

Spaces were thoughtfully arranged to encourage choice and independence with a wide variety of toys tailored to children's interests and developmental stages. The childminder facilitated free-flow access between indoor and outdoor areas, supporting autonomy and exploration.

There were safety measures in place including regular risk assessments. There were secure gates and doors to keep children safe. Infection control procedures contributed to a safe and hygienic setting. The childminder also demonstrated good data protection practices with registration under the Information Commissioner's Office (ICO). We asked the childminder to ensure that the grass was checked and cleared of debris before children accessed the space. The childminder should ensure that the toilet is checked regularly to ensure that items were not stored in the space. This will help to ensure safe infection prevention and control procedures.

How good is our leadership?

4 – Good

We evaluated this key question as good where there were important strengths that impacted positively on outcomes for children and clearly outweighed areas for improvement.

3.1 Quality assurance and improvement are led well

The childminder had a clear vision, values and aims that was consistent with the feedback we received from families using the service. Families were involved and had the opportunity to influence change within the setting. Parents shared that they were asked their opinions on their children's experiences. Parents commented that they had good relationships with the childminder and had been involved in planning care routines that were individual to each child's wellbeing. Parents shared that they discussed their child's development regularly and we could see this impacted directly on positive outcomes for children. One parent commented: "The childminder and I have worked together to allow my child to become more responsible for themselves in preparation for attending secondary school. We have used appropriate communication, which has been extremely helpful."

The childminder demonstrated a strong commitment to providing high-quality care with important strengths that positively impacted outcomes for children. The environment was nurturing, well-organised and child-centred, supporting both play and learning. Families were meaningfully involved in shaping the service. Communication between the childminder and parents was consistently strong.

Children benefited from a rich variety of experiences tailored to their developmental needs, and the childminder showed a sound understanding of individual care routines. Safety, hygiene and data protection procedures were well-established and regularly reviewed.

The childminder actively engaged in professional development and used a self-evaluation tool to reflect on practice. However, improvement planning could be strengthened by developing a clearer, more structured improvement plan with measurable goals. And, ensuring that identified areas for development are tracked over time and involving families more directly in reviewing progress against improvement targets.

Overall, the childminder was performing well with a clear foundation for continuous improvement. Strengthening the planning and review of improvements will help ensure sustained high-quality outcomes for children. The childminder should also keep up-to-date with notifications to the Care Inspectorate including submitting annual returns and keeping key information up-to-date.

How good is our staff team?**4 - Good**

We evaluated this key question as good where there were important strengths that impacted positively on outcomes for children and clearly outweighed areas for improvement.

4.1 Staff skills, knowledge and values

The childminder demonstrated strong skills in caring for children, underpinned by warm, responsive relationships with families. Parents reported that their children felt safe, supported, and respected, and that their views were listened to. Individual care routines were well planned and aligned with best practice, contributing to positive outcomes for children.

The childminder showed a sound understanding of child development and was committed to ongoing professional learning. They regularly attended training and maintained links with professional networks including the Scottish Childminding Association (SCMA).

However, there was a need to further embed learning into daily practice. This included:

- demonstrating how training has directly influenced changes in care or learning approaches
- strengthening reflective practice to show how professional development impacts outcomes for children
- ensuring that improvements were consistently sustained and evaluated over time.

Overall, the childminder's approach was nurturing, caring and professional with clear strengths in care and development. The childminder should continue to focus on embedding and evidencing the impact of training to support further improvement.

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

How good is our care, play and learning?	4 - Good
1.1 Nurturing care and support	4 - Good
1.3 Play and learning	4 - Good

How good is our setting?	4 - Good
2.2 Children experience high quality facilities	4 - Good

How good is our leadership?	4 - Good
3.1 Quality assurance and improvement are led well	4 - Good

How good is our staff team?	4 - Good
4.1 Staff skills, knowledge and values	4 - Good

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