

# Bowie, Morag Child Minding

Glasgow

**Type of inspection:**  
Unannounced

**Completed on:**  
18 November 2025

**Service provided by:**  
Morag Bowie

**Service provider number:**  
SP2006955758

**Service no:**  
CS2005101014

## About the service

Morag Bowie provides a childminding service from the family home in the Parkhouse area of Glasgow.

They are registered to provide care to a maximum of six children at any one time under the age of 16, of whom a maximum of six will be under 12, 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 childminders family.

At the time of inspection two children were present.

Children were cared for in an open plan kitchen, dining, family area that had been set up as a play space at the rear of the house. They had access to a cosy space at the front of the house for rest and relaxation, a downstairs bathroom and direct access to a large, secure garden. The service is close to local amenities such as, parks, shops and local woodland.

## About the inspection

This was an unannounced inspection which took place on 18 November 2025. 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
- spoke with the childminder
- reviewed electronic feedback from two families
- observed practice and daily life
- reviewed documents.

As part of our inspections, we assess core assurances. Core assurances are checks we make to ensure children are safe, the physical environment is well maintained and that a service is operating legally. At the time of this inspection, no improvements were identified relating to core assurances.

## Key messages

- Children experienced warm, caring interactions from a childminder that knew them well.
- Children were relaxed, happy and having fun.
- Children's interests were promoted through a variety of play experiences indoors and outdoors.
- Transitions were carefully planned and managed to support children's wellbeing.
- Positive relationships and ongoing communication with families promoted continuity of care.
- Quality assurance and self-evaluation led to improvements that promoted positive outcomes for children.

## 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	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 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: Leadership of management of staff and resources

The childminder had created clear aims and objectives that were meaningful to their service. Their vision had been promoted within the community through strong links with local nurseries and was shared with families prior to children starting. This supported parents understanding of the care provided and helped them choose a service that was right for them and their child.

We found the core values of ensuring every child is valued, respected and included reflected in the practice and ethos of the service. This was significantly important to families and they shared with us, "my [child] has come on developmentally. They are less anxious, has less meltdowns and comes home in a positive manner" and "couldn't ask for a better person to look after my [child] to allow me to work". This helped children and families feel valued and respected as individuals, and promoted a sense of belonging and inclusion for all.

The childminder was committed to improving the service and used best practice guidance to support self-evaluation. This helped them identify strengths and areas for improvement. We viewed some evidence of progress being made within improvement plans and the positive impact this had for children in the setting and beyond. For example, the childminder had identified the need to expand outdoor learning opportunities for children. To support this they had completed Stramash outdoor training to develop their skills and knowledge of outdoor play. The childminder used what they had learned to facilitate sessions in the local forest that included children from other settings and focussed on den building, making rope ladders and swings. This contributed positively to children's confidence, wellbeing and social skills as they built connections with other's in their local community.

Families were kept updated and well informed through daily conversations and digital messages, including photos. The childminder valued children and families views and sought their feedback through ongoing conversation and regular questionnaires. Parents agreed they were meaningfully involved in the development of the service. One parent commented, "[the childminder] always asks for feedback and ensures we are always involved". This enabled the childminder to make informed improvements in practice, related to the needs for families accessing the service.

The childminder had carefully considered their approach to gathering children's views, acknowledging each child's stage of development and individual needs. They gathered children's views on an ongoing basis using visual aids and gestures. For example, wooden emotion faces, emotion puppets and using thumbs up and thumbs down supported children to share their views. This included their likes and dislikes, of food, activities and toys. This supported all children to have a voice within the setting and sent the message their voice mattered.

The childminder was proactive in maintaining and refreshing their professional skills and knowledge. They were currently undertaking an additional professional qualification. This contributed positively to self-reflection on practice, skills and knowledge. In addition they had accessed training to support them in their

role such as, autism training, Makaton signing and child protection. This supported the childminder to deliver high-quality care that was safe, consistent and responsive to the needs and rights of children.

## Children play and learn 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: Playing, learning and developing

Children were relaxed, happy and having fun as they played. The childminder worked closely with families to gather information of children's current interests and likes. The childminder used this information to ensure resources reflected children's current interests and stage of development. This included toys such as, cars, a train track, small figures and dinosaurs. The play area had been carefully considered and resourced to ensure children were not overwhelmed or over stimulated in the space. This supported children's level of engagement as they felt calm and explored toys that sparked their interest and curiosity.

The childminder demonstrated a good understanding of child development and theory. They had participated in learning linked to the Froebel approach. This approach focuses on the importance of play, relationships and nature to support children's wellbeing and development. This had begun to influence practice through play-based experiences that respected children's individual stage of development. This enabled all children to learn at pace that was right for them and allow them to flourish as individuals. Parents appreciated the opportunities their children were involved in and commented, "[my child] enjoys all the activities [the childminder] plans for them and their friends. They love [the childminder] because they are fun".

The childminder was skilled in interactions to support children's play and learning. They used open ended questions such as "what if" and "I wonder" and comments to extend children's thinking and develop problem solving skills. This contributed positively to children's sustained levels of engagement and perseverance as they worked together to build a train track. Opportunities to participate in shared tasks and activities promoted positive relationships and interactions between children and helped them to develop friendships with each other.

Children's language, literacy and numeracy development was being promoted through conversations and play. There were lots of natural opportunities for naming colours, counting and, exploring shapes and their properties such as, sides and curves when building. Responsive interactions promoted language and literacy skills through daily stories, songs and opportunities for mark making. This was further enhanced through the use of visuals and objects to support children's preferred method of communication. Parents valued this approach and told us, "[the childminder] has helped in a short space of time. My [child] has come on leaps and bounds with their social interaction and communication skills"

Children's learning was being monitored and tracked through detailed observations. Information gathered from observations was used to plan relevant next steps to support children's individual development and progress. Learning was shared with parents through daily conversations, meetings and online platforms. This supported parents to be meaningfully involved in their children's play and learning.

## 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 were happy and relaxed in the care of the childminder. Interactions were consistently calm, respectful and nurturing. The childminder responded to children with patience, warmth and kindness. This created a secure and emotionally supportive atmosphere. Parents were positive in their feedback and valued the care their children received. They told us, "my [child] trusts [the childminder] as do I. We know they are valued, listened to and helped" and "[the childminder] is fantastic with my [child]".

The childminder had built strong relationships with families, with many using the service over many years for all siblings. Families were warmly welcomed into the service and ongoing daily communication ensured children's routines, care needs and preferences were respected. The childminder had adopted an approach to family support that was considerate of supporting families individual needs. This included collecting and dropping off children and attending formal meetings for children in a supportive capacity to parents. This contributed to trusting relationships between parents and the childminder. One parent shared, "[the childminder] is fantastic with my [child]. They make me feel very relaxed and open to asking for advice or help".

The childminder understood the importance of transitions that respected children's individual needs and went at a pace that was right for them. They worked very closely with families and local nurseries to ensure transitions to the setting were carefully planned and supported to meet children's needs. Throughout the day, transitions such as, handwashing and mealtimes were supported through the use of music. This prepared children for times of change and helped them feel calm which enabled them to participate positively in daily routines. Approaches to transitions promoted an inclusive environment that contributed positively to children's wellbeing, sense of security and emotional safety.

Children were cared for by a childminder that knew their individual personalities and needs well. Personal plans were in place and included information to support children's health, wellbeing and safety needs. An 'all about me' section provided parents and children with opportunities to contribute to the plan. Plans were being reviewed and updated on an ongoing basis. This ensured the childminder had the most up to date information to meet children's needs. The childminder observed children regularly. This helped the childminder to identify where children needed more support and plan next steps to support progression in their learning and development.

Children experienced mealtimes that were relaxed and unhurried. The childminder was fully aware of children's dietary preferences and allergies, and ensured food choices were safe. They worked collaboratively with parents to support healthy eating, following information from national guidance 'Setting the Table'. The childminder encouraged children to choose what they would like to eat from a range of healthy options. This supported children to make independent decisions and choices to suit their preferences. Children sat at a small table within the play space and were well supervised to support their safety whilst eating. The childminder promoted good manners and engaged children in lots of social conversation showing genuine interest in them and their family life. This made mealtimes an enjoyable and social experience for children of all ages.

They childminder understood their professional responsibility to keep children safe. Annual child protection training and a newly updated child protection policy ensured the childminder knew procedures to follow and agencies to contact should any safeguarding issues arise. This helped keep children safe and well.

## 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

Children's health, wellbeing and safety needs should be recorded in their individual personal plan. These should be regularly reviewed with parents and used to support and track when changes to children's individual needs are identified, in line with GIRFEC health and wellbeing indicators.

National Care Standards Early Education and Childcare up to the age of 16: Standard 3 - Health and Wellbeing.

**This area for improvement was made on 11 May 2017.**

#### Action taken since then

Personal plans contained key information to support children's health, wellbeing and safety needs. Plans were being regularly reviewed with parents to identify changes that reflected children's individual needs. This ensured the childminder had the most up to date information to meet children's most current needs.

Therefore we were satisfied this area for improvement had been met.

#### Previous area for improvement 2

The childminder should ensure the conditions of registration are adhered to and notifications are submitted and approved by the Care Inspectorate prior to changes to service delivery.

National Care Standards Early Education and Childcare up to the age of 16: Standard 14 - Well-managed Service.

**This area for improvement was made on 11 May 2017.**

#### Action taken since then

The childminder demonstrates a good understanding of their professional responsibilities. They are aware of Care Inspectorate notification guidance and follow this to ensure notifications are submitted. This includes any changes to service delivery.

Therefore we were satisfied this area for improvement had 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](http://www.careinspectorate.com).



## Detailed evaluations

Leadership	5 - Very Good
Leadership and management of staff and resources	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

## To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and help services to improve. We also investigate complaints about care services and can take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

You can also read more about our work online at [www.careinspectorate.com](http://www.careinspectorate.com)

## Contact us

Care Inspectorate  
Compass House  
11 Riverside Drive  
Dundee  
DD1 4NY

[enquiries@careinspectorate.com](mailto:enquiries@careinspectorate.com)

0345 600 9527

Find us on Facebook

Twitter: @careinspect

## Other languages and formats

This report is available in other languages and formats on request.

Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànan eile ma nithear iartras.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿਚ ਉਪਲਬਧ ਹੈ।

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.