

Dawn's Childminding Service

Child Minding

Glasgow

Type of inspection:
Unannounced

Completed on:
9 December 2025

Service provided by:
Dawn Newall

Service provider number:
SP2012983270

Service no:
CS2012306521

About the service

Dawn's childminding service provides a daycare of children service from their property in a residential area of Cambuslang, South Lanarkshire. They are registered to provide care to a maximum of six children up to 16 years of age. Numbers are inclusive of the childminder's own children. At the time of the inspection, there were two children present.

Children are cared for in the dedicated playroom and downstairs bathroom. In addition, they have access to an enclosed rear garden. The service is close to primary schools, shops, parks and transport links.

About the inspection

This was an unannounced inspection which took place on 9 December 2025 between 11:15 and 13:30. 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 and gathered feedback from four of their family members
- spoke with the childminder
- observed practice and daily life
- reviewed documents.

As part of our inspections, we assess core assurance. 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

- The childminder had begun to use self-evaluation tools to identify strengths and where improvements may be needed.
- The childminder could share their vision, values and aims of the service which influenced their approach to caring for children. We discussed recording this in collaboration with children and families to ensure a shared approach.
- Children enjoyed exploring a variety of materials, supporting their play.
- The childminder carried out observations of children's experiences to help identify further opportunities to support their development.
- Children experienced kind and caring interactions, helping them to feel safe and loved.
- Children enjoyed relaxed and unhurried mealtimes, supporting their wellbeing.
- Personal plans in place included information to help the childminder meet children's individual needs. We discussed ensuring these were reviewed regularly to ensure these were up to date.

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

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|-----------------------------------|----------|
| Leadership | 4 - Good |
| Children play and learn | 4 - Good |
| Children are supported to achieve | 4 - 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.

The childminder was committed to providing a safe and nurturing service for children. They understood the importance of working closely with families to build connections and trust. Parents told us "as soon as [my child] hears [the childminder's] name [my child] runs to the front door to go get [them]" and "[the childminder] is caring and supportive." We discussed with the childminder recording their vision, values and aims in a more formal way, in collaboration with children and families. This would contribute to a shared approach and help make families feel included within the service.

A number of policies were in place to help the childminder provide a service that was reflective of their vision, values and aims. Clear records highlighted when these had been updated and their scheduled review was in the very near future. We shared some suggestions to support the next update and to help ensure information was in line with current best practice. This would help support good outcomes for children.

To help support the delivery of service, the childminder had started to use self-evaluation tools to identify the strengths and areas for improvement. They were aware of national guidance and frameworks, helping to support their understanding of good practice. In addition, they had began to explore "A quality improvement framework for the early learning and childcare sectors: childminding." Continuing with this would help to strengthen their self-evaluation and improvements within the service.

The childminder was registered with the Scottish Childminding Association (SCMA) and had utilised tools to support them in their role. For example, attending webinars, documents and guidance. This helped support the childminder to keep up to date with changes and provided opportunities for collaborations with other childminders to share practice and engage in professional dialogue.

Children play and learn 4 – Good

Quality indicator: Playing, learning and developing.

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 had fun engaging with a variety of different materials, supporting their play. This included arts and crafts, building toys, cars and small role play items. They could choose items easily and invited the childminder into their play. The childminder engaged with children sitting down at their level and showed enthusiasm, helping children to feel heard and valued.

The childminder was responsive to children's cues and requests. For example, when children wanted to build or when they were engaged in arts and crafts, the childminder ensured they had the items they needed. Supportive questions helped children to think about their ideas and extend them, helping to deepen their thinking.

The childminder had developed individual books for children where they recorded observations of children's experiences, links to frameworks and identified next steps to support their learning and development. This provided opportunities for the childminder to reflect on children's learning and share this with families. We discussed with the childminder to ensure next steps were reflective of children's age and stage and offered some suggestions of where some next steps could be revised. Parents commented positively on the information shared about their child's learning. They told us "we set targets together at what we want our child to achieve while in [the childminder's] care and what we could do at home to help achieve these targets."

Children had opportunities to explore the local and wider community with the childminder. This included attending toddler groups, Bookbug, local parks and places further afield. This contributed to children developing an understanding and a sense of wonder about their wider world. Parents commented they liked their child "going to difference places and learning about all different things", "[the childminder] does a lot of activities with the kids and takes them to different groups", "my [child] attended a variety of groups e.g. toddler group" and "[my child] goes to the park and a range of trips for example the zoo."

Children are supported to achieve 4 - Good

Quality indicator: Nurturing care and support.

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 were happy and settled in the service and in the care of the childminder. They sought out the childminder for comfort, reassurance and to share their ideas and play. They experienced interactions that were warm, kind and supportive, helping them to feel loved, safe and secure.

Mealtimes were a relaxed and unhurried experience, where children sat together and chatted. The childminder sat with the children engaging in conversations and supporting safe eating. Children brought their meals from home and they enjoyed their food options. The childminder was responsive to children's cues of when they were hungry and ready to have lunch and when they were finished. This promoted children's choice and meant that mealtimes were at a pace that was right for children.

Each child had a personal plan and these contained important information to help the childminder meet individual needs. This included details on children's family, health, home routines and their development. There was reference to national guidance, such as, 'Realising the Ambition' and this helped the childminder to reflect on children's development and supported their next steps. Some personal plans contained 'All about me' information and this included information on children's likes, dislikes and friendships. We discussed with the childminder on reviewing all personal plans to provide a consistent approach for all children and to review these with parents to ensure information was current. Through their self-evaluation, they had identified they would review personal plans to ensure these were maintained and accurate.

The childminder had developed positive relationships with families. They recognised the importance of this in order to develop trusting relationships and to support children. Daily communication helped ensure parents were familiar with their child's day and any other information that should be shared. Parents told us "when my child was starting [at the childminder's] [they] had us in [their] home and showed us where [my child] will be, making sure the setting was a right fit for our child" and "[the childminder] is easy to talk to and very approachable. Very easy to communicate with and share information about [my child]" and "we are able to catch up on how the day has went and what's planned for that day."

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 service should update and review medication policies and procedures in accordance with best practice. This should include: Parents/carers should administer the first dose of any new medication.

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

This area for improvement was made on 23 May 2017.

Action taken since then

Medication policy was reviewed and reflected current guidance, including parents should give the first dose of medication. Medication consent forms and administration forms were in place and reflected current best practice.

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

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| Playing, learning and developing | 4 - Good |
| Children are supported to achieve | 4 - Good |
| Nurturing care and support | 4 - Good |

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