

# Sweeney, Lesley Child Minding

Glasgow

**Type of inspection:**  
Unannounced

**Completed on:**  
9 December 2025

**Service provided by:**  
Lesley Sweeney

**Service provider number:**  
SP2007964173

**Service no:**  
CS2007145049

## About the service

The service is provided from the childminder's home in the residential area of St. Leonards, East Kilbride, Glasgow. The childminder is registered to provide a care service to a maximum of six children at any one time up to 16 years of age. Children have access to the living room, kitchen/dining area and upstairs bathroom. There is access to a rear garden at the property. The service is located close to local parks, amenities and primary schools.

## About the inspection

This was an unannounced inspection which took place on Tuesday 09 December 2025 between 09:00 and 11:05. 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 one person using the service and six families
- Spoke with the childminder
- 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

- The childminder had established trusting, professional and compassionate relationships with children and families.
- Quality interactions and the voice of the child were central to the childminder's approach.
- Improvements to tighten some quality assurance processes would further enhance the leadership of the service.
- Experiences within the local and wider community were valued and provided the opportunity for children to develop curiosity and a sense of joy.

## 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 quality indicator as good, where there were important strengths within the setting's work and some aspects which could benefit from improvement.

The childminder had developed an open and reflective approach to minding children that supported families and children to feel included in the direction of the service. There had been some involvement by families in reviewing aspects of the service and how they feel about their experiences. Parents agreed and one told us, "[Childminder] is continuously looking for feedback in relation to the service they provide to ensure it meets the requirements of the parents and is enjoyable for the children".

We observed the service values in action. Nurturing care and kindness were central to the childminder's approach. The childminder was enthusiastically connected with both children and their families, and the heart of the service was one of quality childcare. Parent feedback reflected our observations, a parent told us, "[Childminder] keeps in regular contact with us, not only on the days that [my child] is with them but out with as well, especially if planning a new day out/activity to ensure we are aware in advance and are comfortable with the plans".

Self-evaluation at the service was carried out informally. However, the childminder was aware of the strengths of the service and was able to discuss areas they continued to develop such as the need for robust documentation. We agreed that the childminder should ensure improvements lead to sustained positive outcomes for children and their families.

A variety of policies and procedures were in place. For example, settling in, risk assessments and child protection procedures. These were shared with families on a regular basis and were accessible to request. We asked the childminder to add further details to the pet policy and complaints policy. They were receptive to this and agreed to address this. This would support keeping children safe through detailed policy documentation.

The childminder had undertaken some training since the last inspection that supported positive outcomes for children. A parent told us, "We always feel very comfortable talking to [childminder] and feel we can discuss any issues or concerns". We spoke about the importance of safeguarding children. We were confident they would act as required if they had a concern about a child. We reminded the childminder about the benefits of refresher training such as child protection, and they said they had this planned for the near future.

## 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.

Children had access to a wide variety of toys and materials such as Duplo, Lego, prams and dolls, dress up, books, crafts and puzzles. These helped to spark children's wonder and interest. For example, a child was exploring a toy piano making sounds and dancing. The childminder joined in the fun and extended this learning by making suggestions and supporting the child's sense of delight as they smiled and clapped along to the tunes. This supported the development of natural curiosity and creativity.

Opportunities to play and develop in the local and wider environment were regular and welcomed by both children and families. A parent told us, "[Childminder] has an outdoor space at home and encourages outdoor play. During holidays [my child] is regularly on outdoor trips and very often taken to the park after school". Another parent said, "[Childminder] is always taking the kids out, taking them to see animals, outdoor fun. [Childminder] has taught my [child] a lot especially how to interact with other children and how to play games". This promoted children's social skills, health and wellbeing.

More than one family told us of their child's sense of belonging at the service. One family said, "[Childminder] has always shown interest in my [child's] future and how they are progressing and what's best for them". We observed interactions and activities that consolidated children's sense of emotional wellbeing and belonging at the service.

The childminder had a firm knowledge of how children develop and how to support high quality learning through play. They planned ongoing learning and attended local toddler groups and library Bookbug sessions. The childminder knew this was beneficial and told us about the positive impact on children's literacy and physical skills.

Sensitive approaches were used to positively recognise the individual independent thoughts and feelings of children. The childminder had a solid knowledge of how children liked to play and learn. They used children's cues to give the best opportunity to experience success and celebrate achievements. One child was observed snuggled up on the living room sofa using cushions to make a den. They were having fun, smiling and sharing their enjoyment by showing how they built the den. Children were relaxed, comfortable, smiling and content in the childminder's home.

Children were engaged, confident and happy. The childminder ensured children experienced a balance of fun high quality planned and spontaneous play experiences. Ideas for learning and extension to learning through play were used to support this. For example, the childminder had a very nurturing, calm and friendly manner. They used discussions to extend children's thinking about height and mathematical concepts when building zoo walls with building blocks. Thinking and problem-solving skills were nurtured during this as part of the childminder's approach.

A parent told us that the childminder, "Ensures that all activities have a learning experience" and another said, "[Childminder] is fun, friendly and approachable. My [child] is always excited to go". There was an embedded system of two-way communication in place that supported parent participation such as daily chats, photos and the use of an app. This helped the childminder to provide clear and effective communication as a valuable part of evaluating children's development, progress and achievements in play.

## 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.

A parent told us the childminder was "very good with our [child], their kindness, care and compassion helped them to settle when they started over three years ago". The childminder fully understood the importance of using a nurturing and responsive approach to minding children. Best practice, theories and guidance underpinned the care and support of children.

Personal plans contained information such as areas of interest, needs and some achievements. These were discussed with children and families in person on a very regular basis. One parent told us, "[Childminder] asks us to review [my child's] development plan regularly and is always keen to add elements to enable their development". We discussed the importance of plans reflecting conversations and how this would strengthen support.

Transitions at all levels helped children feel safe and secure. Appropriate arrangements were in place to support children's care and rest needs. Suitable routines had been created, and the childminder knew children's individual cues. This meant that routines were effective in supporting children's needs and family wishes.

The childminder was aware of their responsibility to keep children safe and recent refresher training for first aid supported this. Refresher child protection training was planned. Suitable systems were in place to support the wellbeing of children relating to the management and administration of medication, accident and incidents and any medical or dietary needs. We discussed the storage of medication in helping to keep children safe.

Valued by the childminder, the rights and voices of children were central to planning and experiences. The childminder captured examples of children's success in play through art pieces and photos. Children were supported to share them with their friends and families. This ensured the voices of all children were heard.

A healthy balance of meals and snacks were offered through a varied menu that was prepared by the childminder. Morning snack was relaxed, unhurried and used as a valuable opportunity to connect with children. Children had access to fresh water to remain hydrated. This helped to promote sociable and healthy eating experiences.

Parents valued the strong, trusting and supportive relationships that had been established. They told us, "[Childminder] gives us a verbal breakdown of the day when we pick up [child] and checks in with us first thing in the morning at drop off. All discussions take place within the house, allowing us to see how [child] reacts with [childminder], the other children and [childminder's] family".

Another family said, "[Childminder] is very welcoming and has taken time to get to know [my child] and us as parents. Their communication is great and we are always kept well informed of how [my child] has been while with them". This ensured that the setting reflected the aspirations of families, and the childminder was jointly planning children's care and support.

## 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	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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