

Condie, Linda Child Minding

Wishaw

Type of inspection:
Unannounced

Completed on:
9 December 2025

Service provided by:
Linda Condie

Service provider number:
SP2013985448

Service no:
CS2013321689

About the service

Linda Condie's child-minding service is provided from the childminder's home in a quiet residential area within Wishaw, North Lanarkshire. The childminder is registered to provide a care service to a maximum of six children at any one time under the age of 16. Numbers are inclusive of the childminder's own children. At the time of inspection 12 children were registered with the service. Three children were present during the inspection.

Childminding takes place within the home, with children having access to the living room, kitchen/dining area, hallway and toilet facilities. Children also benefitted from a dedicated playroom within the garden with direct access to a secure garden.

About the inspection

This was an unannounced inspection which took place on 9 December 2025 between 11:15 and 14:00. 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
- observed children play experiences
- spoke with the childminder
- looked around the home and garden
- reviewed service documents and records
- reviewed electronic feedback from seven parents.

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 attended training and participated in learning that helped improve the quality of children's experience.
- The childminder was using people's views and best practice guidance to self-evaluate the service and plan improvements.
- Children's play, learning and development were supported by play experiences appropriate to their age and developmental stage.
- Children had opportunities to learn within their local and wider community and played outdoors everyday.
- Children experienced nurturing interactions with a childminder who was responsive to their individual needs and knew them well.
- Effective communication with the parents meant that children's needs were supported and parents felt included in their child's care.

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

Quality indicator: Leadership and management of staff and resources

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 had a clear vision for their service and was motivated to ensure continuous improvement to support positive outcomes for children and families. Their vision and values were embedded in their approach, enhancing the delivery of high quality practice. Parents told us "[childminder] truly is a one of a kind, [they] are caring, nurturing and a pleasure to have supporting our [child]. [They] are a safe space that is a home from home for our [child]" and "[childminder] is very conscious and professional in their role, they go above and beyond for children in their care."

Parents told us they were meaningfully involved in the life of the setting. The childminder consulted with families both informally and formally to gather their views. They also shared the successes and achievements of the service with parents. This helped to evidence where parents' views influenced change and to inform future improvements to help secure improvements. Parents' told us "our views are always acknowledged" and "[childminder] is open, honest and transparent. [They] makes us feel involved and listened too." We discussed where the childminder could continue to develop their approaches to ensure children's thoughts, feelings and ideas contributed towards the delivery of the service.

The childminder had developed a meaningful improvement plan for their service and this supported their continued self-evaluation. Using the 'Quality improvement framework for the early learning and childcare sectors: childminding', the childminder had identified what they were doing well and some areas they would like to develop within their service. For example, further developing the garden to enhance outdoor play experiences. Their professional approach and commitment to improvement helped to ensure children experience consistently high quality care, play and learning.

A number of policies were in place to support the delivery of service. These were regularly updated, to ensure they were reflective of current best practice. The childminder ensured records were stored in a way that was organised, easily accessible and were meaningful to their service. We discussed adding additional information into some policies. The childminder agreed to address this.

Children benefitted from the childminder's commitment to ensuring their knowledge was up-to-date. They were a member of the Scottish Childminding Association (SCMA) and were aware of the Care Inspectorate's Hub to access learning documents. This helped to ensure they were well informed of updated guidance to support their practice. Recent training included, Infant mental health, understanding child development 0-3 years and Autism and neurodiversity. We suggested that the childminder should now record post training evaluations, to include a reflection of learning. Reflections of learning would enable the childminder to revisit and reflect on how learning opportunities have supported them to develop their practice, support children's wellbeing or further outcomes for children.

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 had a good understanding of child development, which meant play experiences were based on children's development and individual needs. The pace of the day was relaxed and led by children's interests. Children could lead their own play and were able to choose what they played with and where they spent their time both indoors and outdoors. One parent told us the childminder "always offers activities to meet my child's needs indoors and outdoors." Children told us "I like the painting and playing in the water" and "I like playing in the garden."

The childminder had thought carefully about play space, which supported children to make independent choices which enhanced their play. They could select toys and resources from boxes and open shelves at their height. This gave children the message that they mattered and their needs and interests were respected. One parent told us "[the] playroom is well thought out, well maintained and the space is created with a range of ages in mind. [Childminder] has high quality resources and the space is both relaxing yet challenging." We discussed with the childminder how this could be enhanced to further create an enabling environment. For example, considering how creative resources are displayed to promote choice.

The childminder carefully observed children's play to enable them to provide responsive approaches to further extend children's imagination and learning. Regular observations of children were shared and recorded within personal plans, in daily WhatsApp messages and photographs to parents. This helped track children's progress and celebrate their achievements. One parent told us the childminder "keeps me updated on my child's development and activities."

Sensitive and supportive interactions were appropriate to children's age and stage of development, and supported their play and learning. Children had opportunities to engage in a variety of play experiences that developed their skills in language, literacy and numeracy. For example, children were counting, sorting and matching resources. Effective use of questioning from the childminder also encouraged children's thinking and understanding. The childminder used their interactions to introduce new words, encouraging children's language and vocabulary to develop.

The childminder understood the importance of children having opportunities to play outdoors and promoted this very well in their service. In addition to playing in the garden, children had opportunities to visit interesting and fun places in the local and wider community. This helped enrich children's learning and form strong links with their community. Parents told us "there's a good variety of activity and outings on offer, always asking my child what [they] prefer" and "[childminder] is always doing exciting activities with children, she is great at taking them outdoors."

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.

Children were happy and settled in the service. They were relaxed and confident around the childminder and within the child minding environment. One child told us "its good fun here."

The childminder was very attentive to children's needs and interactions were warm, nurturing and respectful. It was clear the childminder knew minded children very well and they shared with us how their care and development needs were being supported. The childminder knew children's personalities and routines and listened to children to ensure they felt valued and secure in their care. One child told us the childminder "believes in me just like Mum and Dad and this makes my feel cared for and important to [them]."

Children experienced relaxed and sociable mealtimes, where the childminder joined them at the dining table. This was a valuable time to have natural discussions as they talked about their day, supporting children's communication and language skills. The childminder was using 'Setting the Table' to plan nutritious home cooked meals, which included fruit and vegetables. This supported children's health and development. Children had their own water bottles, helping ensure they were kept hydrated.

Personal plans were in place for all children. Individual plans were detailed and captured each child's key information, including specific health and wellbeing requirements, family preferences and children's wishes and choices. This contributed to care and support between the child's home and the childminding service. As a result, children were receiving the care they needed.

Communication was a key strength of the service, daily chats and updates on digital platforms kept families informed of their child's day and overall progress. This further supported continuity of care and partnership working. Parents told us "we have forms to fill in about their development and if there is anything we would like [childminder] to work on with them" and "always communicates and celebrates [my child's] milestones and encourages, and communicates progress in their goals."

No children required medication at the time of the inspection. The childminder had shared their medication policy with parents and had appropriate templates for recording children's medication, should this be required. These were in keeping with good practice guidance to help ensure children's health, safety and wellbeing needs would be 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	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

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