

# Wilson, Tracy

## Child Minding

Airdrie

**Type of inspection:**  
Unannounced

**Completed on:**  
11 December 2025

**Service provided by:**  
Tracy Wilson

**Service provider number:**  
SP2005948364

**Service no:**  
CS2005100040

## About the service

Tracy Wilson's child-minding service is provided from the childminder's home in a quiet residential area within Plains, 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 childminder own children. At the time of inspection four children were registered to the service.

The service is close to local primary schools, woodlands and other amenities. Childminding takes place within the home, with children having access to the living room, kitchen/dining area, hallway and toilet facilities.

## About the inspection

This was an unannounced inspection which took place on 11 December 2025 at 13:00 to 15:30. 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
- observed children play experiences
- spoke with the childminder
- looked around the home and garden
- reviewed service documents and records
- reviewed electronic feedback from two 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

- Positive relationships had been established with children and families.
- The childminder demonstrated a good understanding of child development, which they used to inform practice and contributed to high quality care, play and learning.
- Children benefited from regular outings within the local community to extend their experiences.
- Children were happy, settled and relaxed in the care of the childminder.
- Children experienced warm and caring interactions, supporting them to feel loved, safe and secure.
- Personal plans were in place for children, which supported meeting children's needs.

## 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.

Children experienced a service that reflected the childminder's vision, values and aims. This included ensuring children's voices were heard, providing a stimulating environment and working closely with parents. Parents felt listened to in the service and told us "[childminder] maintains open lines of communication with me and takes feedback on board to develop [their] work."

The childminder actively encouraged parents to contribute to the service by sharing their ideas through questionnaires and daily verbal interactions. Children were also regularly consulted on all aspects of their care, completing questionnaires and contributing their thoughts, feelings and ideas to play experiences. Parents told us "children are involved in decisions about play" and "I love that the children are always included in decision making." This helped ensure children were at the heart of the service.

The childminder was very reflective. They evaluated the service which supported them to identify strengths and areas for improvement. As a result, they had identified scope to develop and improve their skills. This included accessing further training to support children with additional support needs and developing outdoor spaces to support children's physical play further. We discussed developing an improvement plan, where they could include evidence that clearly documents their progress and development. Their professional approach and commitment to improvement helped to ensure children experienced consistently high quality care, play and learning.

Children benefitted from the childminder's commitment to ensure their knowledge was up-to-date of developments in early years. They were a member of the Scottish Childminding Association (SCMA) and used resources from them and the Care Inspectorate to keep informed of changes to legislation or best practice. They participated in a wide range of professional development opportunities and training courses to support them in their role. For example, they had recently refreshed their knowledge around child protection and first aid. They valued the importance of play and understood the benefits of a variety of play experiences to support children's growth and development. The wide range of training helped them to provide individualised support for children that met their needs. We discussed further developing their professional learning log to include reflection on practice and improvements.

## 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's choice was promoted through the provision of a wide variety of high quality and interesting play materials, this included magnetic tiles, books, train sets, games and puzzles. Resources were rotated and replenished through consultations with children and in response to their request and interest. As a result, children were independent, engaged and motivated in their play.

One parent told us "[childminder] puts a lot of effort into making sure [my child] has a great, fun, and adventurous day." Children told us they liked "drawing pictures" and "playing with the train set."

The childminder had introduced loose parts. These are natural materials that do not have a specific function or goal. They can be moved, taken apart and arranged, providing endless opportunities for children to develop their curiosity, imagination and problem solving abilities. We suggested they should continue to develop opportunities for loose parts play, both indoors and outdoors, to further enhance opportunities for children to explore their natural creativity. We signposted the childminder to the 'Loose Parts Toolkit'.

The childminder demonstrated a good understanding of child development and used this in practice to tailor their interactions. The skilful use of questions and interactions supported children to develop their ideas and share their thoughts and feelings. The childminder was attuned to children's communication cues, which helped ensure they responded appropriately. They carefully observed children's play to enable them to provide responsive approaches to further extend children's imagination and learning.

The childminder maximised the use of areas within the community, which helped promote children physical skills, whilst also developing their awareness of the world around them. For example, children regularly visited the allotments to plant and grow fruit and vegetables. At the time of inspection the childminder was not using their garden due to refurbishment work. However, children experienced daily outdoor play opportunities through visits to the park or walks within the community. Parents told us "[childminder] is always outdoors with the [children]" and "they get to experience so much, visits to the allotment are helping them learn about fruit and vegetables, that we get to taste at home." This helped enrich children's learning and formed strong links with their community.

## 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 in the care of the childminder and sought reassurance when they needed it. 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. To help children feel heard and valued, the childminder was responsive to their cues and requests. For example, children were provided with cuddles when requested and the childminder recognised when they needed support with self care skills. Parents told us "[childminder] has been amazing with [my child]" and "[my child] is happy and loves going to [childminders], there's nothing I would change."

Snacks and mealtimes were calm, relaxed and unhurried. Children helped to prepare food, which developed their independence and life skills, whilst also supporting them to consider their safety. Their social development was supported as they chatted and ate with the childminder. They benefitted from healthy and varied choices which included fruit, vegetables and home cooked meals. Children could access water throughout the day, helping them stay hydrated.

Children's personal plans included important details like what they needed to ensure their health, wellbeing and safety needs were met.

Parents contributed to plans and shared regular feedback about their children's progress and development with the childminder. This meant the childminder was able to tailor plans to reflect children's changing needs. The childminder observed children regularly to ensure that they were progressing with their learning and development. This helped the childminder to identify where children needed more support. One parent told us "[my child] has come on so much since being at [childminders] and I couldn't be more thankful, [my child] loves going and their development has come on a lot."

Positive relationships with parents had been developed and they commented positively on their child's care service. Parents told us the childminder had "great communication. Always gives us an update and we feel comfortable relaying information to [childminder] when needed" and "[childminder] is very welcoming and always goes over everything and into detail about the day [my child] has had." Parents were warmly welcomed into the service, helping to establish strong connections. The childminder recognised the importance of parents being in the setting to maintain positive relationships, using best practice guidance to support this.

## 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 childminder should review and develop the paperwork relating to personal plans to ensure that the information being recorded is meaningful, clear and has parental input.

National Care Standard 6: Early Education and Childcare up to the age of 16 - Support and Development.

**This area for improvement was made on 23 March 2018.**

#### Action taken since then

The childminder had developed personal plans to help ensure they contained information to support children needs, interest and preferences. Information gathered was current and helped support the childminder to ensure their health, wellbeing and safety needs were met. Parents contributed to plans and shared regular feedback about their children's progress and development with the childminder.

Therefore this area for improvement has been Met.

#### Previous area for improvement 2

The childminder should attend Child Protection training to ensure her knowledge and practice is up-to-date and inline with legislation.

NCS 13: Early Education and Childcare up to the age of 16 - Improving the Service.

**This area for improvement was made on 23 March 2018.**

## Action taken since then

The childminder had completed child protection training and was knowledgeable of child protection procedures. The child protection policy had been updated to reflect current national guidance and contact numbers for relevant agencies.

Therefore 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](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

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