

# Louise's Childminding Child Minding

Bellshill

**Type of inspection:**  
Unannounced

**Completed on:**  
5 December 2025

**Service provided by:**  
Louise Skinner

**Service provider number:**  
SP2023000263

**Service no:**  
CS2024000012

## About the service

Louise Skinner operates Louise's Childminding from their family home in the Bellshill area of South Lanarkshire.

The childminder is registered to provide a care service to a maximum of six children aged up to 16. Numbers are inclusive of members of the childminder's family.

The children have the use of the living room and kitchen. The bathroom is on the upper floor. The children have access to a large enclosed front garden.

The service is close to nurseries, schools and public transport.

## About the inspection

This was an unannounced inspection which took place on Friday 5 December 2025 between 10:15 and 14:30. The inspection was carried out by one inspector from the Care Inspectorate. This was the childminder's first inspection. There were two young children attending the service plus the childminder's own child. The childminder had eight children on her roll.

To prepare for the inspection, we reviewed information about this service. This included registration information, information submitted by the service and intelligence gathered since registration.

In making our evaluations of the service, we:

- spoke/spent time with two children using the service and spoke to a parent
- received feedback from six parents who returned our questionnaires
- spoke with the childminder
- assessed core assurances including the physical environment
- observed practice and daily life
- reviewed documents.

## Key messages

- The children were relaxed and happy and had fun as they played.
- The childminder provided a good range of toys and activities that were easily accessible to the children. This encouraged child-led play and gave the children freedom to make choices. It helped build their confidence and nurtured their curiosity.
- The childminder, children and their parents had formed very good relationships.
- The childminder had created a warm, homely, cosy environment where children could play, relax and have fun.
- The childminder had undertaken a range of training which linked to the needs of the children as well as her own personal learning and development.
- The childminder should review the documentation she holds for the children to ensure that all sections have been completed in full.
- To keep her knowledge up-to-date, the childminder should download or view the updated information on infection prevention and control from the Public Health Scotland website.

## 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 thrive and develop in quality spaces	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 set of aims and objectives. These outlined how the service would operate and the childminder's core values. For example, the childminder aimed to: "provide a homely atmosphere for children to be able to feel safe, relaxed and enjoy playing with their friends in a home from home environment." And to "provide a variety of experiences for all ages, physical, creative and most importantly, fun." We spent time with the childminder and children and saw that they experienced an environment and care that was underpinned by these aims and values. This meant that the children had fun, as they played with their friends in a homely and safe place, surrounded by the warmth and kindness of the childminder.

The childminder used settling-in times to get to know the families and children. She planned how she would meet their needs, wishes and choices based on these sessions. We found that the childminder was experienced and confident in her role. She cared deeply about the children and families using the service and worked hard to build positive relationships from the start. Parents told us:

"Louise is very kind and helpful, always joyful and supportive."

"She is absolutely fantastic with [child], and I couldn't have asked for a better place for them to go for their early learning."

We found that the childminder's ethos of their service was clearly based on principles of high-quality childcare and learning, active engagement with children and their families, and a strong culture of quality.

The childminder identified areas for improvement through self-evaluation. For example, they planned to introduce floor books to record children's experiences. They had undertaken a range of training which included online courses in child protection and food hygiene, as well as attending an emergency paediatric first aid course and a paediatric life support course. The childminder held an SVQ 3 childcare qualification and a PDA in Childhood Practice. This learning strengthened their skills and knowledge, helped them build positive relationships and supported the wellbeing of children.

The childminder made good decisions about how to use their time and resources. These decisions improved the quality of children's experiences and outcomes. The childminder's values guided their daily work which demonstrated a clear commitment to high standards of care and learning.

The childminder valued parents' views and maintained regular contact with them. They used both formal and informal communication to share information. This approach allowed parents to influence the care their children received and ensured their feedback shaped the experiences provided for the children.

The childminder supported children's learning and development by listening to them and observing their interests. They used these ideas to plan activities and outings. The childminder had built strong, positive relationships with children and families. This approach helped children feel confident and supported in their learning.

Overall, we found that the childminder had reflected on their practice and used training and best practice guidance to improve their service. Their ongoing evaluations and improvements were well-planned and focused on meeting children's individual needs and enhanced the service. The childminder created a caring and responsive environment where children thrived.

## Children thrive and develop in quality spaces 5 - Very Good

### Quality indicator: Children experience high-quality spaces

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.

We found that the childminder had created a warm, comfortable, welcoming and homely environment where children could play and relax. There was good natural light, with ample space for children to move around, have fun and learn. We saw that the home was bright and clean. Safety measures were in place. These approaches helped ensure that the house was safe, secure and well-maintained. This gave a strong message to children that they were valued and mattered.

A parent told us: "I fully trust Louise and she provides an extremely safe home for them to play and express themselves how they wish."

The childminder was flexible with the space and layout of their home. They had set up a child-sized table and chairs in the hall area. This included a range of toys and drawing materials that the children used throughout the day. This area offered additional opportunities for creative play and social interaction. Children moved freely between the living room and hall, demonstrating confidence and independence in their environment.

We saw that the children influenced and shaped their experiences. They directed their play, selected their toys, made choices and acted independently within safe boundaries. The childminder listened to the children, responded warmly to them and respected their views.

The childminder kept the children safe while still providing them with opportunities for challenging and enjoyable play. She balanced safety with positive risk-taking which helped children build confidence and resilience.

The childminder provided the children with a wide range of activities and experiences that were fun and exciting, as well as challenging. We saw that the children were fully engaged, very happy and joyful. This reflected their current interests, developmental stages and learning needs.

A parent said: "It's a home away from home for [child]. They get to mingle and play with other kids their age. They get to go on adventures and do fun stuff that they wouldn't be able to if they didn't go to Louise's."

Children had daily opportunities to play outdoors and get fresh air. The childminder had installed a new fence and gate in the large front garden. A good range of toys and equipment was in place for the children to play with.

The childminder kept a daily record of the number of children attending the service. She had a set of risk assessments for her home and outdoor activities. This helped her to reduce risk and make the environment safe for children.

The childminder had policies and procedures in place to help reduce the spread of infection and keep the children in her care safe. We saw that the home was clean, tidy and in good decorative condition. Hand-washing and nappy-changing procedures were in place. Personal care given to children respected their privacy and dignity. The childminder had appropriate personal protective equipment (PPE). These approaches helped her to support good infection prevention and control practices.

The childminder was registered with the Information Commissioner's Office (ICO). They had procedures in place that supported them in keeping the children's personal information confidential and secure.

## 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 provided a service which put the children at the centre of what they did. The easily accessible toys and interesting activities were tailored to match the children's ages, stage of development and interests.

Children confidently selected toys, games and books that interested and challenged them. They enjoyed playing with the bricks, playdough, colouring and drawing. They received lots of praise, warmth and encouragement from the childminder.

The children moved seamlessly between the living room and the hall. They played with the pram, wheeled toys, danced and sang. The childminder had displayed pictures of the children participating in a wide range of activities, both indoors and outdoors, in the hall.

The children had numerous opportunities to develop their language and literacy skills. Play, games and stories helped them learn numbers, shapes and colours. The childminder and children counted together as the children had fun balancing blocks on their heads. The children were happy and relaxed as they sat on the floor or took turns sitting on the childminder's knee while she played games, sang songs and read stories to them.

The children had fun and were joyful and confident in their play. They chatted to us in short phrases, excitedly showing us their toys, games and books. A parent told us: "[Child's] development has been incredible while attending Louise's childminding, their speech, their counting and their manners are amazing."

The childminder knew the children very well and understood what they enjoyed doing. They encouraged children's independence through a range of interesting activities. The childminder sat on the floor with the children, speaking warmly to them, cuddling and praising them with phrases like "Well done" and "good job." Children really enjoyed their play. The activities were chosen and led by the children. This included quiet and noisy play. These actions demonstrated that the childminder knew the children very well and genuinely cared for them.

The children had lots of opportunities for fresh air and physical play. They went regularly to parks, a playgroup and other places of interest. They also used the well-resourced and enclosed front garden. This showed us that they had interesting experiences within the home and community. A parent shared:

"[Child] gets to go to toddlers with Louise and they walk home from there, which [child] loves. She has her garden with lots of toys for the kids to play with and they often get to walk to the park to play too."

Personal plans reflected each child's interests and needs. The childminder used this information to help plan the next steps in the children's learning and adapted activities accordingly. This was linked to the SHANARRI indicators: safe, healthy, achieving, nurtured, active, respected, responsible and included. The approach underpinned the care and support given by the childminder to the children. The childminder kept records and shared this information with families. They should review the documentation to ensure that all sections have been completed.

The childminder confirmed that they would, if required, link with various agencies to support the children.

## 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.

We found that the childminder had good processes in place which helped them get to know the families and children, as well as their individual needs and routines. The childminder was flexible with how children settled. They offered individual settling-in time based on their needs. This approach helped the children and their families begin to build positive relationships with the childminder as they got to know one another.

The children were very happy and relaxed. We saw they were engaged in a range of interesting activities and really enjoyed being with the childminder. The childminder was nurturing, loving, caring and kind towards the children. They gave them praise and encouragement, listened and chatted with them and played with them. The childminder understood the individual needs of the children in their care and responded to them in a positive manner. A parent told us:

"The [children] enjoy being with Louise and speak about her with kindness and a smile on their wee faces."

The childminder kept parents involved by chatting with them during drop-off and pick-up and staying in touch through text messages and WhatsApp. These regular updates helped parents feel connected and celebrated their child's progress and achievements.

The childminder had a medication procedure in place. This helped ensure that she stored and administered medication safely to the children she was caring for.

We viewed a range of information that comprised each child's personal care plan. This helped the childminder support the children and take account of their needs, wishes and choices. Parents were involved in reviewing and updating their child's plan. The regular sharing of information between the childminder and parents helped keep the children's individual needs up-to-date. Parents shared with us many positive aspects of the care their children received from the childminder including her "professionalism, empathy."

The childminder understood the importance of sleep and rest for children's development and wellbeing. They followed safe sleeping practices which helped keep children safe. Regular discussions with parents about their child's sleep or rest supported each child's needs and respected the family's wishes. We observed that the children were familiar with their sleep routine and each helped set up their mat and bedding, then happily snuggled down to sleep.

We saw that the children were relaxed and happy while eating their lunch. The childminder had completed paediatric first aid and food hygiene training. This helped her keep children safe, for example, when having food or drinks. The children sat at the table which helped ensure that they did not choke while eating their food. The children enjoyed their lunch and chatted happily with the childminder. It was a relaxing and enjoyable experience. Parents told us:

"Louise offers lots of yummy food each week for my child and they love eating at her house."

"Louise has a good range of food and snacks available, and she is always encouraging healthy eating."

The childminder was mindful of the children's dignity and privacy when attending to their toileting needs. We observed that good handwashing and nappy-changing procedures were in place. The children were encouraged to wash their hands. The childminder had appropriate personal protective equipment. These approaches helped her to support good infection prevention and control practices. To keep her knowledge up-to-date, the childminder should download or view the updated information on infection prevention and control from the Public Health Scotland website - Health protection in children and young people settings, including education: <https://publichealthscotland.scot/publications/health-protection-in-children-and-young-people-settings-including-education>

## Complaints

There have been no complaints upheld since the service registered. Details of any 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 thrive and develop in quality spaces	5 - Very Good
Children experience high quality spaces	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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