

# Liz Creelie Childminding Child Minding

Edinburgh

**Type of inspection:**  
Unannounced

**Completed on:**  
27 November 2025

**Service provided by:**  
Elizabeth Creelie

**Service provider number:**  
SP2023000215

**Service no:**  
CS2023000332

## About the service

Liz Creelie provides a childminding service from a semi-detached property on a residential street in the Duddingston area of Edinburgh.

There were six children registered with the service and three children in attendance during the inspection.

Children are cared for in the lounge, designated playroom and kitchen/diner. The bathroom is also located on the ground floor. Children have access to a large, secure garden to the rear of the property.

The service is close to local primary schools, shops, parks and other amenities

## About the inspection

This was an unannounced inspection which took place on Monday 24 November 2025 between 13:05 and 17:15. 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 registration information, information submitted by the service and intelligence gathered since registration.

In making our evaluations of the service we:

- spoke with children using the service and one parent onsite,
- received written feedback from six families via an online questionnaire,
- spoke with the childminder,
- observed practice and children's experiences,
- assessed core assurances, including the physical environment,
- 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

- Children experienced warm and nurturing care from a childminder who knew them well.
- Children experienced a safe, homely and nurturing environment.
- Strong connections with families promoted positive relationships and supported children to experience nurturing care and support.
- Children's play and learning was supported through a range of interesting and fun community experiences.
- To further enhance the service, the childminder should continue to develop the approach to self-evaluation, improvement planning and the use of best practice.

## 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 thrive and develop in quality spaces	5 - Very Good
Children play and learn	4 - 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 showed a strong commitment to delivering high-quality care for children. Their calm and caring approach helped families feel comfortable and encouraged open communication. As a result of these positive connections, children and families felt valued and cared for.

The vision and aims of the service were clear in the childminder's practice and the homely environment. Observations and discussions showed the childminder was focused on creating a welcoming space for children and families. One parent shared, "Our childminder is so helpful and accommodating while also being very professional and clear with boundaries. She clearly cares deeply for the children she looks after and takes pride in providing a brilliant childminding service. There is no one outside of my family who I would trust more to look after my child/ren."

Parents contributed to shaping the service through informal conversations and formal questionnaires. This approach allowed parents to share their needs and preferences. To support ongoing development, the childminder could consider tailoring feedback requests to gather more specific information to aid improvement planning. For example, they could seek families views when planning new experiences or implementing updated practice guidance.

The childminder was committed to developing their knowledge and skills in early learning and childcare. Peer support from other childminder's and a dedicated mentoring programme had helped them to build confidence and feel supported. This engagement enabled the childminder to be confident and competent in their role.

Children's safety and wellbeing were supported through relevant training. This included completing first aid, child protection, and food hygiene courses. Moving forward, the childminder could consider targeted training in areas such as planning for play and learning. This would strengthen their skills in assessing progress and supporting children's development over time.

The childminder identified informal areas for improvement through self-reflection and the peer mentoring programme. For example, they planned to update risk assessments to reflect the current service and children attending. While formal self-evaluation was not yet in place, the childminder did make use of some best practice guidance to inform the care provided. For example, they followed guidance on healthy eating and safe sleeping practices. To sustain and enhance positive outcomes for children, the childminder should develop a more structured approach to improvement planning. This might involve refining planning processes for learning, enhancing the quality of observations, and introducing open-ended materials to support richer experiences.

Some quality assurance processes were in place to support children's wellbeing. For example, visual checks of the environment ensured their safety. Also, an up to date training log enabled the childminder to see when training may need renewed and plan accordingly. To build on these positive processes and support a culture of continuous improvement, the childminder should continue to develop effective and meaningful quality assurance processes. For example, they could consider how they could use a wider range of best practice to enhance experiences and benchmark the quality of the service. We directed the childminder to the Care Inspectorate Hub, where they can find resources on improvement planning, quality assurance, and best practice guidance.

## 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.

Children experienced a clean and welcoming environment that met their individual needs and preferences. The home was maintained to a high standard, helping to ensure children's safety and wellbeing. One parent said, "The home is safe, clean, warm and very comfortable to be in."

Children's right to high quality spaces was respected and their wellbeing needs met as the childminder planned the use of spaces well. For example, the designated playroom was homely and inviting. Children could freely choose their own play materials and take part in a variety of fun activities. Furniture and resources such as travel cots, highchairs and soft furnishings were arranged thoughtfully, helping children to feel included and engaged. As a result of the high quality spaces, children could comfortably play, rest, and share meals together.

The childminder understood the importance of daily outdoor play. A wide range of interesting opportunities in the local area and wider community helped children explore and build independence. A large, secure garden gave children space to be active and spend time in the fresh air.

The childminder provided effective supervision, ensuring children's safety and offering prompt support when needed. Children were encouraged to learn about their own safety by helping to tidy toys and reduce trip hazards. The childminder gently encouraged children to help without disrupting their play or limiting the choice of materials.

Children and families' details were stored securely to protect their privacy. Records, including registers and personal plans, were clear and well organised, making them easy to access while remaining secure. The childminder was registered with the Information Commissioner, which supported their compliance with data protection requirements.

## 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.

The well-equipped playroom enabled children to lead their own play, with resources that matched their age and stage of development. Puzzles, games, role-play, block-play and small world resources promoted creativity and supported children to engage in sustained periods of play. Regular opportunities to be creative were provided through a range of craft experiences such as drawing and gluing. As a result, children were happy and engaged in their chosen activities. To further enhance play and learning, the childminder could add open-ended, natural materials like shells, pinecones, and everyday items to spark imagination and curiosity. We signposted the childminder to some resources and materials in relation to this area of play and learning.

Children's play and learning was enhanced through a wide range of community experiences. Regular visits to local playgroups and trips further afield, reflected children's interests, needs and preferences. Opportunities to play in local parks and visit the local beach encouraged children's confidence and enabled them to learn about their own community and the world around them.

The childminder's caring and responsive approach supported children's play and learning. For example, praise and gentle encouragement helped build confidence and kept children engaged. The childminder made effective use of stories and songs to promote language and literacy. For example, while reading, they explained the meaning of new words to support children's vocabulary and understanding. Children enjoyed these experiences and had fun as they read and played together.

Children's learning was supported through flexible, responsive planning. Experiences were based on their interests and seasonal events, such as a recent bus trip to see local Christmas decorations. To build on these experiences, the childminder should develop a system to plan and record both spontaneous and intentionally planned experiences. Evaluating the outcome of planned experiences could help ensure these opportunities remain rich and meaningful.

Parents received regular information about their child's development and learning, through daily updates, written observations and photographs. This enabled them to comment on their children's learning and celebrate their achievements. While the observations did reference some learning and development, they did not consistently include specific skills development or plan for next steps. Strengthening the approach and frequency of observations could further support the childminder to plan for and support children's learning and development over time.

## 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 presented as happy and secure and had clearly developed strong attachments with the childminder. The childminder was calm and caring, responding warmly to each child's individual needs. Children's verbal and non-verbal cues were noticed and respected, helping them to feel relaxed and valued. Overall, nurturing interactions supported children's emotional wellbeing.

Well-planned transitions between home and the childminding service supported children's wellbeing and gave them a sense of security. Strong relationships with families encouraged their involvement in the service, creating an inclusive and nurturing environment. For example, parents were welcomed in each day and could spend time with the childminder and their child. Children and families said they felt welcomed and respected. One parent said "I am always welcome to come in for a chat. The childminder is open and friendly while remaining informative and highly professional."

Snacks and meals were relaxed and sociable experiences, which helped children to build positive connections with the childminder and each other. Children ate at their own pace, with gentle support and effective supervision. Family-style dining created a warm and homely experience. Food choices were healthy and balanced, promoting children's wellbeing.

Daily routines, such as personal care were managed sensitively. For example, the childminder talked children through nappy changes providing comfort and reassurance. The childminder recognised the importance of rest and sleep for children's overall wellbeing and followed routines from home. Children's safety and comfort was promoted as they slept in travel cots or on sleep mats. These practices enabled children to feel a sense of comfort and familiarity in their daily experiences.

Children's health, safety and wellbeing was supported through effective personal planning approaches. Personal plans gathered detailed information that enabled the childminder to understand children's needs and preferences. Parents took part in planning for their child's care through regular communication and timely reviews of their child's personal plan. For example, plans were updated with changes from home or as new skills developed. One parent shared, "Our childminder is very on top of engaging with us as parents and I feel fully involved with all aspects of the plan for my child." As a result of the effective approach to personal planning, the childminder could implement strategies of support that reflected children's needs and respected parent's wishes.

## 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

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Leadership and management of staff and resources	4 - Good
Children thrive and develop in quality spaces	5 - Very Good
Children experience high quality spaces	5 - Very Good
Children play and learn	4 - Good
Playing, learning and developing	4 - Good
Children are supported to achieve	5 - Very Good
Nurturing care and support	5 - Very Good



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Care Inspectorate  
Compass House  
11 Riverside Drive  
Dundee  
DD1 4NY

[enquiries@careinspectorate.com](mailto:enquiries@careinspectorate.com)

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