

# Campbell, Sharon Child Minding

Edinburgh

**Type of inspection:**  
Unannounced

**Completed on:**  
15 December 2025

**Service provided by:**  
Sharon Campbell

**Service provider number:**  
SP2011983115

**Service no:**  
CS2011304934

## About the service

Sharon Campbell provides a childminding service from their semi-detached property in a quiet residential area of Leith, Edinburgh.

The childminder is registered to provide a care service for a maximum of six children at any one time up to 16 years of age;

- of whom no more than three are not yet attending primary school and;
- of whom no more than one is under 12 months.

At the time of the inspection, five children were registered with the service.

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

The children are cared for in the lounge and kitchen with access to a downstairs bathroom. There is an enclosed garden to the rear of the property. The garden was not in use during the inspection and the childminder was planning to refurbish this area.

## About the inspection

This was an unannounced inspection which took place on Thursday 11 December 2025 between 13:05 and 16:15. 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 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:

- spent time with children in the service
- spoke with the childminder
- received five completed questionnaires from parents
- observed practice and children's experiences
- 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, improvements were identified relating to core assurances. We have reported where improvement is necessary within the heading: 'Children are supported to achieve'.

## Key messages

- Children were happy, settled and relaxed as a result of the childminder's warm approach.
- Parents felt included and welcomed into the service.
- Children's wellbeing was supported through effective personal planning.
- Daily community experiences enriched children's play and learning opportunities.
- The range and variety of materials, toys, and resources within the childminder's home should be enhanced to support children to make choices, be creative and lead their own play experiences.
- The childminder should increase their engagement with relevant good practice guidance to ensure all aspects of the service reflect current early learning and childcare theory.

## 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	4 - Good
Children are supported to achieve	4 - 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 created a homely and welcoming environment where children felt comfortable and valued. Parents and children received a warm welcome and daily community experiences supported children's enjoyment. This practice aligned with the service's vision of creating 'a safe, warm and fun environment'.

Effective communication supported positive partnerships with parents and helped them to feel meaningfully involved in their child's care. Daily conversations, an approachable manner, and regular personal planning meetings helped build trusting relationships. This ensured parents felt respected and included. An annual survey helped gather parent's views on the service and enabled the childminder to assess satisfaction levels. Parental feedback showed high levels of appreciation for the service. One parent shared, "The childminder always asks if there is anything we would like to do differently and adapts to every child's needs. Their approach is very child-centred, taking every family's and child's needs into account."

The childminder used informal improvement planning approaches to help them review and develop the service. For example, they had identified the garden as an area for development. This showed a commitment to enhancing children's experiences. However, improvement planning could be further built upon by creating a structured plan with clear priorities, actions, and timescales. This could help to guide progress and evaluate the impact of changes over time. Also, continued engagement with up to date guidance could further support consistent improvement. For example, using guidance in relation to open-ended materials to enhance children's play experiences. During the inspection, we shared information about relevant guidance and resources linked to the needs of the service and the age range of children attending.

Some effective quality assurance systems were in place, including daily environment checks, risk assessments, and clear attendance records. These procedures helped maintain a safe environment and ensured registration requirements were met. There was scope for the childminder to improve the use of quality assurance by regularly reviewing good practice guidance and developing self-evaluation approaches. For example, in relation to play resources and safe sleeping practices. Engaging in reflective practice could support a more structured and proactive approach to continuous improvement.

The childminder had completed important training in areas such as child protection, first aid, and infection control. This learning supported children's safety and wellbeing. For example, the childminder was confident discussing indicators of harm in relation to child protection. Further engagement with best practice guidance and additional training could help enhance practice further. For example, using documents such as *Realising the Ambition* (Education Scotland, 2020) and *Growing my Potential* (Care Inspectorate, 2023) to develop the service could strengthen child-led play and learning experiences.

## 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.

Children were relaxed, engaged, and motivated in their play. The resources and toys available were appropriate to children's ages, stages of development, and individual interests. Children particularly enjoyed playing with cars, trucks, figures and books. To further enhance play and increase levels of stimulation, a greater range of materials and resources could be incorporated into home based activities. For example, children would benefit from more opportunities for mark making and exploring sensory materials, to use alongside the blocks and small world that were available. Also, to further extend children's creativity and curiosity the childminder could provide open-ended materials that can be used in a variety of ways in play. For example, treasure baskets and natural items such as shells and material could enhance play. Increasing the range, variety and accessibility of materials, toys, and resources available could further support children to make choices, be creative and lead their own play experiences (see area for improvement 1).

Responsive interactions supported children's play and learning as the childminder talked with them about what they were doing and asked helpful questions that enhanced their engagement. These supportive conversations helped children learn more about the world around them, including things like the names and sounds of animals they were playing with. Children were encouraged to share their ideas, and the childminder responded with praise, helping to build their self-esteem and communication skills. Stories and songs were used effectively and regularly to support children's communication and language development. This practice created enjoyable and engaging interactions between the children and the childminder.

Children's play and learning was supported through effective use of local community resources. Each day the childminder attended different groups and activities suited to the children's ages and stages of development. These experiences promoted children's social, physical, and communication skills, which positively impacted their wellbeing. Parents spoke positively about the community opportunities provided and the benefits these experiences had on their child's confidence and relationships with others. One parent said: "I love that the childminder and the other childminders meet with the children they are caring for to allow them to socialise in safe spaces as larger groups. This helps our child's development a lot."

The childminder understood the importance of daily outdoor play and fresh air for children's development. Trips to local parks, beaches and other nature areas provided these opportunities for children. The childminder had identified that their own garden needed refreshed and this area was not in use during the inspection. The childminder had plans to improve the garden and we discussed how ensuring ongoing daily outdoor play should continue elsewhere while the work was conducted.

Weekly activities were planned around well established playgroups, providing children with a familiar routine and varied learning experiences in different environments. To further enhance children's learning, the childminder should strengthen responsive and intentionally planned experiences within the home. For example, they could extend interests shown in stories by developing related play resources and experiences. During the inspection, we discussed ways to develop and record child-centred planning to further enhance the current provision and experiences.

Learning and development observations recorded within children's personal plans supported the childminder to assess children's progress and achievements over time. Observations and assessments were regularly shared with parents, enabling them to celebrate their child's successes and discuss their ongoing development. To further strengthen assessment practices, observations could more clearly identify children's next steps and outline specific strategies to support learning and development. This could further support children to develop a range of knowledge and skills and enable the childminder to further consider support that may benefit children's play, learning and development.

## Areas for improvement

1. To support high quality play experiences, the provider should further develop the variety and accessibility of resources, materials and toys to extend choice and enrich children's play and learning experiences. This would include but not be limited to, introducing open-ended, natural materials to spark children's curiosity and creativity.

This is to ensure that care and support is consistent with the Health and Social Care Standard (HSCS) which state: 'As a child, my social and physical skills, confidence, self-esteem and creativity are developed through a balance of organised and freely chosen extended play, including using open ended and natural materials' (HSCS, 1.31).

## Children are supported to achieve 4 - Good

### Quality indicator: Nurturing care and support

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.

Children experienced warm, caring and responsive interactions that supported their emotional wellbeing. They appeared calm, settled and confident in the childminder's care. The childminder understood the importance of positive transitions and worked closely with families to ensure children received the care that met their needs. For example, to support settling in, sessions were planned based on children and families individual needs and preferences. This enabled children to settle in at a pace that was right for them and helped children and families to feel welcomed, valued and supported. One parent commented, "The childminder is patient and kind and really cares for the children they look after."

Personal care was conducted safely and respectfully, helping to maintain children's dignity and comfort. Appropriate use of protective protection equipment supported good hygiene practices and reduced the spread of germs. The childminder washed their hands after children's personal care routines. We discussed how children should also be encouraged to wash their hands after nappy changing to help develop positive handwashing practice.

The snacks and meals provided were nutritious and mostly in line with best practice guidance. For example, children enjoyed pasta, yoghurt and fruit during the inspection. Drinks were offered regularly, meaning children remained hydrated. Overall, mealtimes were calm, safe and relaxed as children sat at a child-sized table and were effectively supported by the childminder. However, to support consistently safe eating habits children should be encouraged to finish their snacks before leaving the table. When children moved away from the table, it was more difficult for them to remain settled while eating, despite the childminder asking children to sit down to eat when they moved into the lounge area.

Children's need for rest was recognised and responded to, with familiar routines from home followed. This supported children's wellbeing and sense of security. Children were supervised while sleeping in the hall. This supervision helped to keep them safe and comfortable. However, all children slept in buggies, which is not in line with best practice for safe sleeping. While recognising parent's wishes, the childminder should ensure that children are able to sleep in cots or on sleep mats in line with good practice guidance wherever possible (see area for improvement 1).

Children's wellbeing was supported through effective personal planning. Key information was gathered to help the childminder understand each child's needs, preferences and routines. Plans were regularly reviewed with parents, helping them understand the care their child received and giving them opportunities to share their views. Assessments of children's wellbeing and development were shared with parents, allowing them to see how their child was settling in and progressing at the service. Parental feedback showed that the childminder knew the children well and had a strong understanding of their individual personalities, strengths and needs. One parent said: "We speak to the childminder very regularly about our child's development, including any difficulties, as well as their strengths and the areas we've noticed they are improving in."

The childminder had built strong relationships with families, creating a warm and welcoming environment for children and parents. Families valued the 'home from home' experience provided. Regular communication, including daily updates, verbal feedback and photos, helped parents feel informed and involved in their child's care. One parent commented, "The childminder is incredibly kind and attentive with our child. She goes above and beyond to support both him and us, and she is a lovely person overall."

### Areas for improvement

1. To promote children's wellbeing, the provider should review sleep practices to ensure arrangements align with good practice and fully support children's safety and comfort.

This is to ensure that care and support is consistent with the Health and Social Care Standard (HSCS) which state: 'I am able to access a range of good quality equipment and furnishings to meet my needs, wishes and choices' (HSCS, 5.23).

### 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	4 - Good
Playing, learning and developing	4 - Good
Children are supported to achieve	4 - Good
Nurturing care and support	4 - Good



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