

Cheeky Cherubs Child Minding

Callander

Type of inspection:
Unannounced

Completed on:
13 January 2026

Service provided by:
Flora Nisbet

Service provider number:
SP2015987093

Service no:
CS2015338718

About the service

Cheeky Cherubs is a registered childminding service provided by Flora Nisbet. The service is provided from Callander, a town in the county of Stirling.

The childminder is registered to provide a care service to a maximum of six children at any one time under the age of 16, of whom no more than three are not yet attending primary school and of whom no more than one is under 12 months. The numbers are inclusive of the childminder's own family.

The service is offered from the childminder's home, within a residential area. The areas used to provide care are the designated playroom, living/dining room and downstairs toilet.

About the inspection

This was an unannounced inspection which took place on 13 January 2026 between 10:30 and 13:45. One inspector from the Care Inspectorate carried out the inspection.

To prepare for the inspection, we reviewed information about this service. This included previous inspection findings, registration and complaints information, information submitted by the service and intelligence gathered throughout the inspection year.

To inform our evaluation we:

- spoke with two children using the service;
- spoke with one family member;
- received feedback from three families;
- spoke with the childminder;
- observed practice and children experiences;
- reviewed documents; and
- assessed core assurances, including the physical environment.

Key messages

- Children were comfortable and relaxed in the childminder's home and the childminder effectively supported their needs and wishes.
- Families' experiences were consistent with the childminder's stated aims and values.
- Positive connections with families formed part of the childminder's practice.
- A review of risk assessments and policies needs undertook to support the delivery of consistent care and support that is in line with best practice guidance.
- Outings, walks and access to community spaces supported children to feel connected to their local community.
- Two previous areas for improvement have been continued around the approach to personal planning, self-evaluation and quality assurance.
- We encouraged the childminder to expand the variety of open ended materials, develop a system to plan, record, and evaluate experiences and resume the use of floorbooks to ensure opportunities remain rich and meaningful.

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 demonstrated warm, nurturing interactions that contributed to children feeling relaxed, secure, and settled within their service. For example, we observed the childminder providing children with cuddles, reassurance and encouragement throughout our visit.

Families' experiences were consistent with the childminder's stated aims and values, which highlighted they aimed to build positive, supportive relationships with parents and work in partnership to promote children's wellbeing and development. The childminder had developed their aims some time ago and had not revisited these with families. As the needs and expectations of families can change, regular review could provide an opportunity to ensure the aims remain relevant and aligned with the changing nature of the service. Involving families in this process of reviewing the aims could further support a shared understanding and strengthen partnership working.

Communication with families to support children's experience and progress was considered. For example, regular conversations, newsletters, use of digital messaging, and the issuing of formal questionnaire formed part of the childminder's service. Parents confirmed that communication was friendly and helpful. Two parents told us "Flora is regularly asking for feedback or if there's anything I want changed" and "Flora asks for feedback and has a regular newsletter with updates and pictures".

The childminder was reflective and able to share the strengths and areas for improvement verbally. Systems to monitor and evaluate the quality of the service were however informal. We identified key areas such as policies, risk assessments and personal planning to be lacking in structure, aligned with best practice and reviews to be overdue. To strengthen leadership and service delivery, we encouraged the childminder to make use of the Quality Improvement Framework for Early Learning and Childcare Settings: Childminding and the self evaluation toolkit for childminders. Developing a more structured approach to quality assurance could support the childminder to plan, monitor, and evidence improvements more effectively. A previous area for improvement was made at the last inspection and will be continued (see 'What the service has done to meet any areas for improvement we made at, or since the last inspection').

The childminder demonstrated a clear understanding of her role and responsibility. They used the Scottish Childminding Association (SCMA) website and Care Inspectorate Hub to keep up to date with publications. This helped to support practice. Core training, including child protection, food safety, and first aid had previously been complete. However, the commitment to ongoing professional learning had paused, and reflective records of training were unavailable. We encouraged the childminder to introduce and use a reflective training record as part of their quality assurance processes. This would help evidence how professional learning informs their practice.

Children play and learn 4 - Good

Quality indicator: Children play and learn

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 was responsive to children and supported their play and learning effectively. Children had access to a broad selection of resources that promoted free choice and encouraged independent play. The environment enabled children to explore their interests at their own pace. We observed the childminder engage children in meaningful conversations that extended their thinking and helped maintain their focus. The use of skilled questioning and a genuine interest in children's activities formed part of the childminder's practice and approach. This supported children's problem solving skills and contributed to positive, sustained engagement.

Families spoke positively about their children's experiences. Comments included, "My child loves going to Flora's, enjoys spending time with the other children and all of the toys they can play with," and "Flora is really responsive and helpful." Parents also described how the childminder supported their children's confidence and self esteem, with one parent sharing, "Flora encourages my child to be confident and build their self-esteem. X loves going and spending time with Flora."

Children benefited from a varied range of developmentally appropriate resources and regular community experiences. Achievements were regularly shared with families through photographs and messages, however the childminder did not yet use a structured approach to plan or evaluate children's experiences. We discussed with the childminder how they could further strengthen this area. For example, we suggested enhancing the variety of open ended materials, developing a system to plan, record, and evaluate both spontaneous and intentional experiences and resume the use of floorbooks. Monitoring and evaluating children's experiences could help ensure opportunities remain rich and meaningful.

All families responded 'always' when asked whether their child could take part in a range of opportunities and enjoyable experiences that met their individual needs and supported their development. This feedback reflected consistently positive experiences across all families using the service.

Children are supported to achieve 4 - Good

Quality indicator: Children are supported to achieve

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 spoke about children confidently and had created trusting relationships with children and their families. Families told us that "Flora is like family" and Flora is very good at her job and we are very happy with her care".

Children benefited from personal care routines that upheld their privacy and dignity. Good infection prevention and control practices were evident, with younger children supported to wash their hands after nappy changing. This helped them to develop healthy hygiene habits. The childminder used these moments effectively, engaging children in conversations that supported their confidence, communication and routines.

Children's transitions from home to the childminder's service was sensitive and effective. This helped children feel relaxed, welcomed and valued. For example, routines included families being welcomed into the childminder's home and meaningful conversations taken place between the childminder, children and their families. The thorough, gentle and flow of transitions contributed to children feeling settled, secure, and ready to participate in their play and learning.

Children's comfort, wellbeing, and need for rest were well supported. The childminder provided a safe and calm sleep space that was in line with best practice guidance. Sleep preferences were respected, with consistent nap times offered in line with each child's needs. When children woke, the childminder responded with warm, gentle reassurance, offering cuddles and comforting interactions. The respectful approach to sleep contributed to children's overall wellbeing and sense of safety within the setting.

Mealtimes were unhurried and provided opportunities for children to practise independence and develop social skills. The dining space was inviting, calm and well organised to support a relaxed and sociable experience for children.

Children had personal plans in place that contained key information to support their care. These plans were in the process of being updated to reflect children's current needs and provide the childminder with an overview of their changing interests. However, we identified that not all plans were current or fully aligned with legislative requirements.

To strengthen the approach to personal planning, we encouraged the childminder to continue progressing the review of personal plans for each child. We also advised the childminder to align personal planning with the Getting it right for every child (GIRFEC) framework. Using the wellbeing indicators could support a more holistic understanding of each child's needs and help ensure these are met in a meaningful and consistent way. We signposted the childminder to Care Inspectorate guidance: 'Guide for Providers on Personal Planning: Early Learning and Childcare' (Care Inspectorate, 2021). A previous area for improvement was made at the last inspection and will be continued (see 'What the service has done to meet any areas for improvement we made at, or since the last inspection').

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

To support children's overall wellbeing, the provider should develop personal plans to be person-centred and promote positive outcomes. This should include, but is not limited to:

- a) recording any techniques or strategies used to support children's development;
- b) identifying children's achievements and progress;
- c) planning children's next steps to help them achieve; and
- d) updating children's personal plans at least once in every six months or sooner if needs change.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that:

'My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices' (HSCS 1.15).

This area for improvement was made on 17 August 2022.

Action taken since then

At the time of inspection, not all children's personal plans had been reviewed in line with legislative requirements. This meant that planning information was not consistently up to date to fully support children's individual needs.

The childminder was in the process of updating children's plans and demonstrated an understanding of the importance of developing, reviewing and maintaining effective personal plans.

We encouraged the childminder to continue this work to ensure personal plans are regularly reviewed and reflect children's changing needs. This will help ensure children receive consistent, individualised support that promotes their wellbeing and development.

This area for improvement will be continued.

Previous area for improvement 2

To promote a culture of continuous improvement and enable the quality of the service to be evaluated the provider should develop approaches to self evaluation and quality assurance. This should include, but is not limited to:

- a) reflecting on practice making use of best practice guidance to include 'A quality framework for daycare of children, childminding and school-aged childcare';
- b) identifying and planning areas for improvement using the framework and reviewing progress;
- c) gathering parents and children's views regularly to help identify areas for improvement; and
- d) carrying out timely reviews and audits.

This is to ensure confidence in the people who support and care for me and is consistent with the Health and Social Care Standards (HSCS) which state:

'I benefit from a culture of continuous improvement, with the organisation having a robust and transparent quality assurance process' (HSCS 4.19).

This area for improvement was made on 17 August 2022.

Action taken since then

The childminder was at an early stage of developing effective self-evaluation to support improvement within the service. While reflective practice was not yet embedded, there was a clear willingness to engage with improvement activity.

The use of A Quality Improvement Framework for Early Learning and Childcare Sectors: Childminding work was at an early stage, the impact on practice could not yet be fully assessed. However, the childminder was able to talk confidently about key areas of the service, identifying what was working well and recognising areas for development.

They demonstrated an understanding that systems and documentation, including risk assessments, policies and personal planning, required further development to better support practice.

We encouraged the childminder to continue to develop and embed self-evaluation, using identified priorities to plan and implement improvements. This would help ensure that changes to practice lead to improved experiences, wellbeing and outcomes for children.

This area for improvement will be continued.

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	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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