

Mama Murphy's Child Minding

Airdrie

Type of inspection:
Unannounced

Completed on:
12 December 2025

Service provided by:
Sharon Murphy

Service provider number:
SP2023000274

Service no:
CS2024000072

About the service

Mama Murphy's 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. Numbers are inclusive of children of the childminder's family.

At the time of the inspection the service had a variation granted for between 3 December 2025 to 25 June 2026 for each Wednesday & Thursday between 08:30 to 09:00 & 15:00 to 16:00. The variation allowed them to provide a care service for a maximum 7 children at any one time up to 16 years of age, of whom no more than 6 can be under 12 years, of whom no more than 4 were not yet attending primary school and of whom no more than 1 is under 12 months. Numbers include the children of the childminder's family/household.

During the week of the inspection 7 children were registered to use the service, which included children from the childminder's household.

The childminder operates the service from their family home, which is in the Airdrie area of North Lanarkshire. There are schools, nurseries and shops nearby.

The children have access to the downstairs of the property which includes a entrance hall, living room and kitchen. There is an enclosed back garden which is accessed through the kitchen room and an upstairs toilet.

About the inspection

This was an unannounced inspection which took place on 11 December 2025 between 15:15 and 17:00 and 12 December 2025 between 10:00 and 11:45. 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 three children using the service
- spoke with the childminder
- gathered feedback from four families using a survey
- 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 were engaged and had fun learning new things.
- The childminder's home was welcoming and warm, creating a environment where children felt safe and secure.
- Children had access to a wide range of play materials and experiences that stimulated and challenged their thinking.
- The childminder was committed to their professional development and providing a high quality service.
- The setting vision, values and aims reflected best practice guidance and legislation.

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's vision for the service was underpinned by a strong set of values. These were written when the service was registered, in consultation with other childminders and reviewing best practice guidance. This enabled the service to promote positive outcomes for children based on current research and legislation. We discussed, as the service had been in operation since March 2024, they may want to consider reviewing the vision and aims with those using the service. They agreed that this could be a good opportunity to reflect on how well they were meeting their expectations and to further consider their views and personal preferences.

The settings handbook provided parents with a copy of the service policies and procedures. We found that the childminder regularly reviewed these to ensure they were kept up to date and reflected best practice guidance. This ensured parents were kept well informed of changes and on the service responsibilities to keep children safe and secure. For example, the childminder had an older family dog and more recently a new puppy. They had informed the families before the new puppy arrived and had updated the pet policy, informing families of the safety measures put in place to keep the children and the dogs safe.

The childminder was committed to providing a high-quality service and talked with care and compassion about the children and families. They demonstrated that they had high respect for the children and families. They told us they loved that each day was different and that they never knew what the day might bring. This sentiment was reflected in the parent's feedback, where they had all stated that they strongly agreed or agreed they were happy with the service their child received. Parents told us they provided a welcoming, comfortable and safe environment. The childminder was providing a nurturing home from home environment where children can thrive and play, as outlined in the service aims.

Self-evaluation and meaningful quality assurance processes were fully embedded in the childminder's practice. This enabled them to ensure they delivered a high-quality service, tailored to meet the family's needs, in line with legislation and best practice guidance. The children and family's views had been sought and used to improve and make changes to the service delivery. The improvements made to date included changes to the daily routine to support the children's needs and personal preferences.

The service had an improvement plan which included further training to enhance their knowledge in different types of play and best practice guidance including first aid, infection control and child protection. To further enhance the services improvement journey and sustain high quality care they have agreed to start using a quality improvement framework for early learning and childcare sectors: childminding, published by the Care Inspectorate and His Majesty's Inspectors of Education. This will enable them to evaluate the quality of the service provided using the best practice guidance to date.

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.

The childminder's home was welcoming, spacious and maintained to a high standard. The entrance hall created a space for children to keep their personal items, giving them a sense of belonging and security. In addition, the service displayed the required information for parents such as the service registration certificate and insurance.

All areas within the home were found to be clean, tidy and well resourced. They had appropriate risk assessments in place to reduce possible risk to children. This included use of safety gates for the younger children, a safe space for the family puppy away from the children and keeping the doors secure. The childminder was following best practice and current legislation to keep children safe.

The childminder had made best use of the space available to them. Children mostly played in the living room, where they had floor space to play with construction toys, build towers, play with cars and a table to sit and do art and crafts. The childminder had been creative and designed an extra play space in the entrance hall. The entrance hall contained good storage where children could easily access a wide range of materials and sit in a smaller cosy area to play, if they choose to. The play materials were in very good condition and there was a wide range for children to self-select, no matter their age or stage.

The childminder told us they had been trying to source more natural, open-ended resources to support a more child led play approach. They were making substantial progress with the environment and resources, as part of the service improvement plan. They had introduced more exploration and experimental materials to the garden which included building a water wall. The children had regular access to the secure garden and local community spaces, providing daily fresh air and exercise.

The childminder was well versed in the good practice guidance such as nappy changing, hand hygiene and car safety. They ensured the children's dignity and privacy was well-maintained, if they required personal care. If transporting children by car or public vehicles, they had appropriate systems in place and they ensured safety measures were followed, including appropriate car seats.

The service was registered with the Information Commission Office and had appropriate procedures in place for when using technology. They ensured information held, was kept secure and safe. We discussed the use of CCTV in the family home and we were confident that it was being used lawfully and it was only used for the agreed purpose. We advised the childminder to ensure all CCTV used was added to the relevant service policies and procedures, to ensure those accessing the setting were informed on how it was being used and stored. They did have appropriate signage displayed to inform visitors they may be recorded.

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 had a very good understanding of how children learn and develop. They were skilled as using their experience and knowledge to provide high quality play and learning experiences to meet children's needs. The children were confident self-selecting materials to play with and were engaged and having fun. The children were confident leading their own play and learning.

Each child was seen as an individual. The childminder planned play and learning experiences to enhance the children's current thinking and extending their knowledge. This had enabled children to progress and develop in areas such as problem solving, early literacy and numeracy and physical development. Children's learning and development was recorded within their personal plans and the service floor book. The children were making sustained progress through the use of responsive planning. However, we discussed with some minor changes how the observations and records held could be adapted to better track children's progress. The childminder agreed and planned to consider further development of the records held.

Children had very good access to learning materials that supported their needs and interests. The childminder had created an enriched learning environment. They were skilled at knowing how and when to engage with children and used appropriate questions to provide challenge. To further enhance children's play experiences the childminder recognised the need to keep up their skills and knowledge. To achieve this they had planned to attend some play and learning training events. They told us they were looking forward to these, especially to learn some new ideas to further inspire children's play, learning and development.

The daily routine was planned around the children's needs and interests. Children were given the time and space to make decisions. We observed the children to confidently self-select or asking for materials, in which the childminder accommodated. The children made informed choices about their play and the childminder recognised the importance of a well balanced child and adult led experiences. They were skilled at observing children at play and recognised how they could further support children's development. They told us for example, to further support children's social development they had plans to start attending a local group, where children could interact with other 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.

The setting's values were built on providing a nurturing environment where children and families feel valued and respected. The childminder recognised the importance of open and honest relationships, building trust and fostering strong connections. Resulting in creating a setting where children and families feel welcomed.

Children were supported during transitions, starting the service or local nursery or school. One minded child showed the inspector their first day experiences, recorded in the floor book. They were smiling and happy looking back at younger photos of themselves. The childminder recognised the importance of supporting children during significant changes in their lives and worked closely with families to support these. Personalised plans were agreed for each child and closely monitored to minimise disruption to children and help them express their feelings.

The play spaces within the home provided children the space and time to play individually or with other minded children. There were soft furnishings, cosy spaces for children to relax or chill out. They could choose to sit and play together or separately. There was additional space in the hallway if children needed space to be alone, if they wished. The childminder recognised and was skilled at knowing when children needed time and space to regulate their own emotions and respected their choices.

The childminder was a registered food business but at the time of the inspection was not providing meals, parents provided all foods. Parents were advised to provide healthy food in line with healthy eating guidance. Mealtimes were eaten in the living room. The children were given a choice of where they wanted to eat, at the dining table, small children table or highchair. The children were familiar with routines and washed hands in the upstairs toilet before eating, under supervision. The setting followed good hand hygiene practices which included each child having own hand towel to dry their hands. Mealtimes were relaxed and promoted children's independence. The childminder respected the children's choice for example by listening to when and what they wanted to have a snack or eat lunch.

The children's wellbeing was supported through the use of effective personal planning. The personal plans promoted children rights and valued each child as an individual. They were tailored to each children needs and interests and were shared with the children and families. The plans considered best practice guidance and wellbeing indicators to assess and plan their care. Personal plans were in place and reflected what mattered to the child and how the setting could best support these. We discussed minor changes that could enhance the personal plans to show how the setting and provided experiences to enable children to achieve their goals. The childminder agreed and planned to add these to the service improvement plan.

Parents were welcomed into the service and regularly provided with opportunities to discuss their child care, development and learning. In addition to daily discuss the childminder communicates with parents using text messages. We observed during pick up time the childminder sharing meaning information about the children's day with parents. Building positive connections with families creates an environment that supports them feel comfortable and secure. Which in turn increasing families willingness to engage with the childminder and work together to meet children's needs.

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	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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