

Carberry, Joanne Child Minding

Glasgow

Type of inspection:
Unannounced

Completed on:
17 December 2025

Service provided by:
Joanne Carberry

Service provider number:
SP2003909629

Service no:
CS2003015184

About the service

Joanne Carberry provides a childminding service from their home in the Blairdardie area of Glasgow. The childminder is registered to provide a care service to a maximum of 6 children at any one time under the age of 16, of whom no more than 3 are not yet attending primary school and of whom no more than 1 is under 12 months.

Children have access to rooms on the ground floor where there is a range of spaces and play equipment they can choose from. The childminder has an enclosed back garden easily accessible from a playroom. The childminder makes really good use of local parks and local resources and uses public transport to explore the wider community. Two children were attending at the time of this inspection.

About the inspection

This was an unannounced inspection which took place on 12 December 2025. Feedback was provided on 17 December 2025. 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 children and families
- spoke with the childminder
- observed practice and daily life
- reviewed documents.

Key messages

- Children thrive in a safe, homely environment where strong relationships and emotional security are prioritised.
- Play and learning is very good with rich indoor and outdoor experiences that promote independence, creativity and challenge.
- Parents were fully involved and well-informed through very good communication and partnership working.
- Leadership was strong with clear vision and continuous professional development.
- Individualised care plans ensured that every child's needs and interests were met, supporting confidence and achievement.

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 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 demonstrated strong leadership and management skills, underpinned by a clear vision, values and aims for the service. These were shared with parents during the settling-in process and reinforced through ongoing communication. Parents confirmed that the childminder's values were evident in daily practice and aligned with their expectations. This created a positive family ethos and a welcoming environment where children and families felt respected and included.

We spoke with parents by telephone and they were keen to share the ways that the childminder had supported their families well. Parents told us they were well-informed about their child's experiences and progress. Daily updates were shared through WhatsApp, particularly during the settling-in period which helped reassure parents and build trust. The childminder offered individualised programmes for each child, tailored to their needs and interests. These were discussed regularly with parents, ensuring continuity of care and supporting positive outcomes. Parents confirmed that their views were valued and that the childminder worked in partnership with them.

As a qualified and experienced practitioner, the childminder demonstrated a strong understanding of theory and practice in home-based care. The service was well planned and organised, with experiences pitched appropriately to meet the needs of mixed age groups of children. Children's voices were respected, and their choices influenced daily routines and activities. The childminder actively sought feedback through questionnaires and informal dialogue, although strong relationships with families meant that most feedback was shared verbally. This approach contributed to a culture of continuous improvement.

The childminder was committed to continuous professional development. They had achieved a childcare qualification and regularly accessed training to maintain and enhance their knowledge. This supported high-quality practice and ensured that care was informed by current guidance. The childminder also engaged with professional networks, including local childminders and organisations such as the Scottish Childminding Association (SCMA). These links provided opportunities to share ideas, reflect on practice and keep up-to-date with developments.

Examples of positive practice included a thank-you board celebrating family contributions and maintaining contact with families beyond the service, such as planning to visit a child who had moved abroad. These actions reflected the childminder's commitment to building meaningful relationships and supporting children's sense of belonging.

To ensure that children experience a safe and secure environment, the childminder should maintain clear records of risk assessments with dates for actions such as fence repairs. They should also consider a more formal approach to self-evaluation using the quality improvement framework. Taking action would further strengthen the service's leadership and ensure sustained high-quality outcomes for children and families.

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 an environment that strongly promoted play, learning and development. Children had access to well-organised indoor and outdoor spaces that were safe, stimulating and inviting. Resources were age-appropriate and thoughtfully arranged to encourage independence, with low-level shelves enabling children to self-select toys and materials. This supported choice and autonomy, allowing children to lead their own play. We observed children actively engaged in imaginative play, using toys and resources that reflected their interests. The childminder ensured a wide variety of experiences including role play, baking, messy play and celebrations. Digital and technology-based toys were available alongside traditional resources, supporting a balance of creativity and exploratory learning opportunities.

Parents told us the childminder was highly committed to outdoor play and offering challenge. Children benefited from regular walks, visits to local parks and outings using public transport to explore the wider community. These experiences enriched learning and supported physical development.

The childminder demonstrated a strong understanding of child-led play and the theory underpinning practice. Play experiences were based on children's interests, along with age and stage of development to meet the needs of mixed age groups of children attending, ensuring all children were included and engaged. We saw evidence of literacy and numeracy being promoted through play, with photographs and learning folders showing children's achievements. Each child had an individual folder with targets and progress recorded. Achievements were logged, and the childminder shared updates with parents through daily chats and WhatsApp messages. Parents confirmed that they were well-informed and appreciated the regular communication. One parent expressed interest in viewing their child's folder, and the childminder was able to facilitate this, demonstrating flexibility and responsiveness.

Partnership working was a clear strength. The childminder was open to parents' suggestions and preferences, incorporating these into play opportunities. Parents shared examples of sending photographs of play at home, which the childminder used to build continuity between home and the service. This collaborative approach supported positive outcomes and reinforced children's sense of security and belonging.

The childminder's qualifications and experience were evident in the quality of interactions and planning. They demonstrated insight into how play supported development and were proactive in discussing children's progress with parents. For example, the childminder shared scenarios about physical development, such as using stairs safely and worked with parents to support next steps.

Overall, the childminder created a rich and varied play environment where children were motivated, confident and achieving. The combination of well-planned spaces, responsive practice and strong parental engagement resulted in positive outcomes for 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 childminder created a warm, caring environment where children and families felt valued and respected. We observed strong, positive relationships between the childminder and the children in her care. Interactions were affectionate and responsive, and the childminder spoke fondly and in a caring way about the children, demonstrating genuine warmth and commitment. Parents told us they felt like part of the childminder's family, and several highlighted that the service had been recommended to them. The childminder had cared for families over many years, maintaining strong links and continuity of relationships.

The atmosphere within the home was relaxed and homely, supporting children to feel secure and confident. The childminder engaged with children in ways that promoted their wellbeing and development. We observed her supporting play, helping children resolve conflicts, and reinforcing positive boundaries and rules. These approaches helped children develop social skills and understand expectations, contributing to their overall development.

Personal plans were in place for each child and were shared with parents. Parents confirmed they were involved in developing these plans, which reflected children's individual needs and preferences. This collaborative approach ensured that care was tailored and responsive. The childminder regularly reviewed plans and discussed progress with parents, supporting continuity between home and the service.

Partnership working was a clear strength. The childminder maintained regular communication with families, using WhatsApp and daily chats to share updates and photographs. Parents told us they felt well-informed and appreciated the openness and flexibility of the childminder's approach. This strong connection with families contributed to positive outcomes and reinforced children's sense of belonging.

The childminder demonstrated a deep understanding of nurturing practice and the importance of emotional security. She provided reassurance and comfort when needed and celebrated children's achievements, helping children feel valued. Her experience and knowledge were evident in the way she supported children's learning and wellbeing through everyday routines and play.

Overall, the childminder's commitment to building meaningful relationships and creating a caring, inclusive environment resulted in very good outcomes for children and families. Children were happy, settled, and thriving in a setting where their needs were understood and met with warmth and respect.

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 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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