

# The Wise Young Owls Childminding Child Minding

Motherwell

**Type of inspection:**  
Unannounced

**Completed on:**  
4 February 2026

**Service provided by:**  
Samantha Dubber

**Service provider number:**  
SP2016987927

**Service no:**  
CS2016346318

## About the service

The Wise Young Owls provides a childminding service from their property in a quiet residential area of Motherwell, North Lanarkshire. The childminder is registered to provide a care service for a maximum of six children up to 16 years of age. Numbers are inclusive of the childminder's own children. At the time of the inspection, five children were registered with the service.

## About the inspection

This was an unannounced inspection which took place on 4 February 2026 between 12:15 and 14:15. 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:

- spoke with children using the service
- gathered feedback from two families
- spoke with the childminder
- observed practice and daily life
- reviewed documents.

## Key messages

- The childminder had carried out some self-evaluation to help support improvement within the setting.
- The childminder had started to become familiar with updated best practice guidance. They shared plans to continue with this. We agreed this would help support them to develop their knowledge to help them in their role.
- Children had fun during their play, and explored toys and materials that reflected their interests.
- The childminder carried out observations of children, and identified next steps to support children's development.
- Children experienced interactions that were kind and nurturing, helping them to feel safe and secure.
- Personal plans were in place for each child and these were in the process of being updated, to ensure these reflected children's individual needs, interests and wishes.

## 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.

Children experienced a welcoming, calm and supportive service. The childminder worked closely with families to build trusting relationships, creating a positive ethos to care for children. However, the childminder had not updated their vision, values and aims for some time. Whilst they could share information about their service and how they informed parents, we suggested formalising this in partnership with children and families. The childminder agreed to review this. Parents commented "[the childminder] feels like family and accommodates any needs we have, [they are] always super friendly and easy to speak with."

There was some self-evaluation in place to support the setting. This helped them to reflect on what they were doing well and where improvements were needed. For example, reflecting on children's rights and reviewing personal plans. Parents and children were consulted to seek their views and ideas, helping them to feel included. For example, the childminder had developed questionnaires following children's settling in periods to help identify any areas that could be better. Parents told us "[the childminder] always ask my children if they want to do anything different, or have outgrown an activity that they used to enjoy. [They] regularly ask myself if my children are happy with their time with [them], and if [they] could be doing anything different, which is always a 100% no!"

The childminder acknowledged they were still becoming familiar with best practice guidance and shared their plans to continue with this. For example, reviewing guidance in relation to; safe sleeping, medication and personal planning. We agreed this could help shape self-evaluation processes further, and support practice when caring for children.

The childminder was aware of their role as a childcare provider and had kept up-to-date with core training, such as first aid and child protection. This helped ensure children were kept safe and protected from harm. We signposted them to resources on the Care Inspectorate Hub to further support them to develop their knowledge and skills.

## 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 had fun as they explored toys that reflected their interests. The childminder engaged with children in a supportive and joyful way, which helped them feel heard and valued. They were down at children's level when playing, supporting their engagement and communication development. In addition, the childminder recognised children's favourite toys and ensured these were available to them. Parents agreed their children were supported through meaningful interactions and told us "My child have thrived and grew in [the childminder's] care, they have felt seen, heard and very much supported."

Children were able to explore a range of toys and materials. This included a role play kitchen, cars and figures. This helped support their choices and wishes. The childminder shared they had recently moved furniture around in the room, and changed the storage of some things. This meant some toys and materials were within easy reach for children and others were higher up, such as story books. Whilst the childminder told us they offer other items for children to play with, we suggested ensuring children could reach toys and materials to support their play and extend their ideas.

The childminder recorded children's experiences and linked these to some developmental frameworks. In addition, they carried out observations of children's learning and development, helping to identify next steps to support them. This meant children were supported to achieve. Parents commented "[the childminder] takes into consideration each child and plans fun experiences to suit every need."

Children's wellbeing was supported through opportunities to explore their local and wider world. They attended toddler groups, 'Bookbug' sessions, local walks and parks. These experiences helped support children's language and communication skills, as well as their social development. Parent's told us "My [child] is able to go out and about and do different tasks." In addition, the children had direct access to an enclosed garden where they could engage in outdoor play experiences. This helped ensure children had access to fresh air and supported their physical development. Parents told us "[the childminder] has a lovely garden, with a range of garden games and always welcomes the children out."

## 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 were happy and settled in the care of the childminder and confidently approached them for reassurance and comfort. They experienced kind and nurturing interactions from the childminder, helping them to feel safe and secure. Parents told us "It is more a homely feeling for my child and it is easier for [their] needs to be met."

The childminder knew children well and confidently shared their likes, dislikes and preferences. Each child had a personal plan in place and the childminder was working on updating these, to ensure these were reflective of changes to children's development. We discussed ways this could be done to reduce the amount of paperwork the childminder had to manage. In addition, we discussed safe sleep guidance to support the childminder to review practice, to ensure this is reflective of current advice. For example, changing from the use of buggies to cots for young children. The childminder acknowledged this and agreed to review.

Children experienced calm and relaxing mealtimes. They enjoyed meals mostly provided from home, and the childminder supported their independence when using cutlery to feed themselves. They supervised children closely which supported safe eating, and they engaged in a playful and caring way, chatting and laughing with them. This helped support children's language development and supported positive relationships. Parents commented "I provide all food, however, if my [child] has refused anything [the childminder] has provided a healthy alternative, to ensure [they are] never without food," and "I've witnessed the abundance

of healthy fruit and snacks on offer. [The childminder] always varies the snacks, and has the children try new healthy snacks."

Families were welcomed into the setting daily, engaging in regular conversations about their children and information about their day. The childminder did use social media platforms specifically for their families to share updates, however, they focused primarily on face-to-face discussions. This helped ensure families were informed on their child's care. Parents told us "I am always welcome into the house and shown what my [child] has been doing each day," and "from day one [the childminder] has welcomed me into [their] home when collecting my [daughter]."

## 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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