

# Margaret Fox Childminding Services Child Minding

Glasgow

**Type of inspection:**  
Announced (short notice)

**Completed on:**  
30 January 2026

**Service provided by:**  
Margaret Fox

**Service provider number:**  
SP2012984274

**Service no:**  
CS2012313209

## About the service

Margaret Fox Childminding operates a childminding service from their home in the residential area of Newton Mearns, East Renfrewshire. Children have access to the lounge, kitchen, and toilet. Children also have access to an enclosed rear garden for outdoor play. The service is close to local amenities including parks, libraries, and local shops.

The service 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 childminders own family.

## About the inspection

This was a short noticed announced inspection which took place on 27 January 2026 between the hours of 14:00 and 16:30. 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:

- Observed care for a total of three children using the service
- Gathered feedback from two families using the service
- Spoke with the childminder
- Observed practice and daily life
- Reviewed documents.

As part of our inspections, we assess core assurances. Core assurances are checked 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 the core assurances.

**Key messages**

- Children were comfortable and relaxed in the childminder's home and the childminder effectively supported their needs and wishes through nurturing, patient and kind interactions.
- Outings, walks and access to community spaces supported children to feel connected to their local community.
- Positive, collaborative relationships with families ensured children's needs were understood and met consistently.
- The childminder should gather the views and opinions of families to further support them to make positive changes and plan for future improvements.

**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	5 - Very Good

Further details on the particular areas inspected are provided at the end of this report.

## Leadership 4 - Good

### Leadership and management of staff and resources

Children and families benefitted from the clear aims of the service, which helped create a shared vision. The childminder had a statement of aims and objectives that informed parents about their commitment to providing the best possible care, including offering a safe and secure environment. The objectives also included the childminder offering a wide variety of stimulating and developmentally appropriate activities, and acting as a positive role model.

We saw evidence of these aims being put into practice. They outlined the childminder's intention to offer enriching experiences, maintain a warm and happy environment, and work in partnership with families. Observations confirmed that these aims were fully embedded in daily practice. The childminder was consistently engaged with children, fostering positive and supportive relationships. The overall ethos of the service was calm, nurturing, and sensitive, demonstrating a strong commitment to children's wellbeing.

The childminder engaged positively with the inspection process and demonstrated a willingness to make improvements. The childminder was experienced and spoke confidently about various areas of the service they were proud of. We encouraged the childminder to further develop a clear process for evaluating their service. Using an evaluative framework, such as the care Inspectorate's 'A quality improvement framework for the early learning and childcare sectors: Childminding quality indicators,' would support more systematic reflection. Including children and families in this process would help ensure that improvements align with their needs and choices.

The childminder was committed to developing their knowledge and skills in early learning and childcare. Peer support from other childminders and participation in a mentoring programme had increased their confidence and supported their professional development.

Families were kept well informed through daily conversations, messages, and photographs. The childminder valued children's and families' views and sought feedback through ongoing informal discussions. Parents agreed they were meaningfully involved in the development of the service, with one commenting, "The childminder regularly asks for feedback and would always take on board any suggestions". Although the childminder had questionnaires and evaluation forms available, these had not been completed recently. We agreed they should continue to formally gather views to support sustained improvement.

A variety of policies and procedures were in place, such as settling-in, risk assessments and child protection. These were updated annually and supported children's safety through clear documentation. Information, including the complaints policy, was shared with parents via a notice board at the entrance.

The childminder demonstrated good knowledge of child protection procedures and had recently refreshed their training. Being a member of the Scottish Childminding Association and using the Care Inspectorate's Hub supported the childminder to keep practice up to date. Recent training included child protection, cyber security and first aid.

The childminder reflected on their practice and had taken positive steps to address areas identified at the previous inspection, including beginning to gather more views from children and families. This demonstrated a commitment to continuous improvement.

**Children play and learn** 4 - Good**Children Play and Learn**

Children experienced warm interactions and engaging play opportunities that supported choice and independence. The daily routine provided a balance between community experiences, including trips to the park and toddler group, and quieter periods at home. This predictable structure helped children feel secure and confident when making choices.

Parents valued the variety of experiences offered and appreciated the childminder's flexible approach. They reported feeling informed and involved in their children's learning, supported by communication systems such as daily diaries. This strengthened continuity of care.

There were opportunities for children to develop early literacy and numeracy. Problem solving resources helped children explore mathematical concepts such as size and shape. During our visit, children enjoyed listening to stories and interacting with books, which enhanced communication and early literacy skills. While resources supported learning, we discussed how adding more natural, loose parts and open ended materials would further extend children's imagination, curiosity, and independence. During our visit, children enjoyed listening to stories and interacting with books, which enhanced communication and early literacy skills.

Children's social skills were promoted through regular community experiences. Visits to toddler groups helped them build confidence and feel part of their community. Outdoor experiences, such as walks and park trips, supported children to learn about the world around them.

The childminder used responsive interactions to support children's play and learning. They engaged in meaningful conversations, used thoughtful questions, and responded to children's cues to extend their involvement. Through these interactions, children developed their vocabulary, understanding of their environment, and confidence.

Warm, nurturing interactions enriched play and routines. The childminder supported children's problem solving, thinking skills and emotional development. With younger children, they were highly responsive to nonverbal cues such as gestures, sounds and facial expressions, helping children feel included and secure. Solving, thinking skills and emotional development. With younger children, they were highly responsive to non verbal cues such as gestures, sounds and facial expressions, helping children feel understood and secure.

Each child had an individual book celebrating their achievements. This included settling in observations, wellbeing check ins, and general observations with some next steps. Parents had access to these, supporting positive engagement.

Planning approaches were informal and based on children's interests and curiosities. Photographs were used to share play and learning experiences with families. While planning was responsive and child centred, systems for evaluating progress and identifying meaningful next steps were limited. We discussed strengthening observation and recording practices to support the childminder to effectively plan for children's learning. Centred, systems for evaluating progress and identifying meaningful next steps were limited. We discussed strengthening observation and recording practices to support the childminder to effectively plan for children's learning.

**Children are supported to achieve** 5 - Very Good

## Children are supported to achieve.

Children were relaxed and settled in the service. They were confident in the childminder's home and moved freely between play areas. The childminder provided gentle, compassionate care, supporting children's emotional wellbeing with warm interactions, cuddles, and smiles. Children were observed smiling, laughing, and singing, demonstrating that they felt happy, safe, and secure. One parent shared, "The childminder is so nurturing and caring, patient and kind, they are like family to us and she treats our children with respect, love and sees them as the little individuals that they are. She knows them so well and our children think the world of her, as do we".

Personal care was carried out safely and respectfully, maintaining children's dignity and comfort. The childminder followed good hygiene practices, using appropriate protective equipment and encouraging children to wash their hands. They were awaiting a replacement step to further promote handwashing independence.

The childminder had strong knowledge of safe sleep practices. Children rested safely and comfortably, with routines agreed with families. One parent said, "My child has a nap every day with the childminder which shows she is relaxed and comfortable".

Mealtimes were sociable and adapted to meet dietary needs. Fresh water was readily available. The childminder supported children to develop independence skills and healthy eating habits. As a result, learners became more confident in managing their own self-care routines and made positive choices about healthy food and drink.

Carefully planned transitions between home and the service supported children to feel secure. Strong, trusting relationships with families helped ensure children's voices were central to the service. For example, parents were warmly welcomed into the home at collection time. One parent commented, "The childminders home is like a home from home for all of us!"

Personal plans were created with families and reflected children's routines and needs. This enabled the childminder to provide responsive care aligned with children's development. We discussed the importance of ensuring plans are reviewed regularly so information remains current. Although the childminder knew children well, it is important that this knowledge continues to be recorded. Consistent recording of knowledge about children ensures their progress can be monitored effectively, contributing to positive learning experiences and developmental outcomes.

While no medication was stored at the time of inspection, we asked the childminder to update their procedures for the administration, recording and storage of medication in line with current health guidance 'Management of Medication in Daycare and Childminding Services'. By updating medication procedures in line with current health guidance, children would benefit from safe and more consistent care. Clear and accurate processes for administering, recording, and storing medication would help ensure that children's health needs are met promptly and appropriately. This reduces the risk of errors, supports children's wellbeing, and gives families confidence that their child's medical requirements will be managed safely.

Strong relationships with families were evident, and care was tailored to each child. Daily conversations and messaging ensured families were well informed and connected to their child's experience. This strengthened continuity of care and supported nurturing relationships. A parent shared, "The childminder is great at telling us what they did that day... and always sends pics which is lovely to see".

## 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

The childminder should at all times comply with the service's conditions of registration. The variation must be granted prior to children accessing the garden.

This is to ensure that the garden area is deemed safe, secure and is suitable for use and that children have space to play safely and are protected from harm.

Health and Social Care Standards, My support, my life 5.17 - My environment is secure and safe. 5.20 - I have enough physical space to meet my needs and wishes.

**This area for improvement was made on 30 April 2018.**

#### Action taken since then

This area for improvement is met. The garden is safe for children to use due to safety measures being taken to enclose the space with fencing.

#### Previous area for improvement 2

The childminder should undertake risk assessments to show actions taken to reduce actual and potential hazards identified, during drop off and collection times at nursery. Consideration should be given to the continuity of care and the childminder's role and responsibilities to ensure the health, wellbeing and safety of individual children.

Health and Social Care Standards, My support, my life 4.14 - My care and support is provided in a planned and safe way, including if there is an emergency or unexpected event. 4.16 - I am supported and cared for by people I know so that I experience consistency and continuity. 5.17 - My environment is secure and safe.

**This area for improvement was made on 30 April 2018.**

#### Action taken since then

This area for improvement is met. A policy is now in place whereby children are not left with fellow childminders during pick ups.

## 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	5 - Very Good
Nurturing care and support	5 - Very Good

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