

Claire's childminding Child Minding

Bonnybridge

Type of inspection:
Unannounced

Completed on:
6 February 2026

Service provided by:
Claire Harvie

Service provider number:
SP2023000285

Service no:
CS2023000400

About the service

Claire's childminding is registered to provide care to a maximum of six children at any one time up to 16 years of age of whom no more than three are not yet attending primary school and of whom no more than one is under 12 months. Numbers include the children of the childminder's household. No overnight care may be provided. Minded children cannot be cared for by persons other than those named on the certificate.

The service is provided from the childminder's home within a residential area of Bonnybridge, close to local schools, parks and amenities. The areas used to provide care are the sensory room and toilet on the ground floor and the dedicated playroom, living room and kitchen on the first floor. Children also have access to an enclosed garden at the back of the property, accessible through the kitchen.

About the inspection

This was an unannounced inspection which took place on 2 February 2026 between 13:10 and 14:15 and on 5 February 2026 between 9:30 and 11:30. 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:

- spent time with three children in the service
- spoke with the childminder
- received three completed questionnaires from parents
- observed practice and children's experiences
- 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

- The childminder fostered a warm, values-led service where children and families felt respected and involved. Growing confidence in self-evaluation and planning highlighted a positive trajectory and a clear capacity for the development of the service.
- Children enjoyed secure, well-organised and calm spaces that encouraged exploration, choice, and fun play. The childminder's thoughtful approach to safety, learning, and continuous improvement contributed to consistently positive outcomes.
- Children thrived in a warm, play-rich environment where their curiosity, confidence, and ideas were nurtured. The childminder's sensitive, reflective practice and growing use of assessment supported children to build on their skills and make good progress.
- Children experienced compassionate, child-centred care that supported their emotional security and growing independence.
- The childminder placed a strong emphasis on the value of outdoor play, recognising its role in promoting children's physical development, wellbeing, and curiosity through meaningful real world experiences.
- Strong relationships with families, evolving planning approaches, and nurturing routines created a supportive environment where children's wellbeing and development were consistently promoted.

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 thrive and develop in quality spaces	5 - Very 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

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 provided a warm, welcoming, and well-organised service that reflected their commitment to children's wellbeing and positive outcomes. Leadership was characterised by a caring ethos, strong relationships with families, and a willingness to reflect on practice and make improvements. Quality assurance and planning systems were emerging, which demonstrated the childminder's capacity and motivation to continue strengthening their service.

The childminder had developed and shared a clear vision with families, helping to establish a positive and welcoming ethos. This reflected the childminder's commitment to providing a nurturing, homely environment where children felt safe, valued, and respected. Families spoke positively about the childminder's approach and the values that underpinned their practice. A parent told us: "[we have] great communication, built on mutual respect and trust, I know my children are safe and she knows she can speak openly to me".

There was an opportunity to further develop this vision so that it more clearly expressed the aspirations the childminder held for children's learning, development, and wellbeing.

The childminder was nearing completion of an SVQ qualification, which had already increased their confidence in evaluating practice and making informed changes to the provision. This ongoing professional learning provided a strong foundation for further developing the service's aims and ethos.

The childminder had introduced a quality assurance calendar, which identified an overview of key aspects of the service and when they should be reviewed. This provided a useful structure for beginning to embed more systematic approaches to monitoring and improving the quality of the service.

Self-evaluation was at an early stage but showed promising development. The childminder had begun to share emerging priorities with families. The childminder sought parents' views about the practice, routines and overall service, primarily through informal communication such as text messages. This made it easy for families to share feedback, and the childminder responded thoughtfully by adjusting practice, resources and priorities. This demonstrated a positive commitment to improvement and showed that parental perspectives were valued and used to guide decision-making. Inviting their reflections on the impact of any changes could further support a culture of collaborative evaluation.

Children had some opportunities to influence change, such as deciding what activities to do and what to learn. The childminder recognised the importance of gathering and acting upon children's voices and was beginning to consider how their ideas and preferences could shape the environment, routines, and experiences. Strengthening this aspect would further support an inclusive and rights-based approach to improvement.

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.

Children experienced high-quality, nurturing spaces that promoted safety, independence, and meaningful learning. The childminder's reflective approach and commitment to continuous improvement ensured the environment remained responsive to children's needs and supported positive outcomes.

The childminder's home was safe, secure, and thoughtfully arranged to meet the needs of the children in their care. Effective safety measures such as stairgates, locked doors, and secure outdoor gates ensured children could move around confidently while remaining protected. Risk assessments were appropriate and regularly reviewed, contributing to a safe environment where children could explore with confidence.

Indoor and outdoor spaces were used effectively to promote children's independence, choice, and engagement. The childminder recognised the importance of sensory play as well as daily outdoor play. During the inspection, children chose to engage in sensory play. The dedicated messy room provided an additional space with a spacious table and easily accessible resources, which supported children's choices effectively. Children also benefitted from very good use of local community spaces, which enriched their experiences and strengthened their sense of belonging. They had frequent opportunities to access fresh air, physical activity, and exploration through walks in parks and nature reserve areas.

The garden area provided valuable opportunities for outdoor learning; however, the childminder had identified that the surface could become slippery in wet weather. They planned to include this in their improvement plan to ensure the garden could be used safely and consistently across all seasons. This demonstrated a strong commitment to continuous improvement.

Children experienced an appropriate level of challenge through opportunities for risky play, including gymnastics and outdoor exploration. Equipment and resources were well maintained, supporting children to explore, learn, and achieve. The childminder had begun to introduce more natural materials and loose parts into everyday play, which enhanced children's multisensory experiences and encouraged creativity, problem-solving, and imaginative thinking.

Resources were mostly positioned at children's level, enabling them to make choices and direct their own play. Children were observed confidently selecting materials, leading their learning, and engaging in rich, self-directed experiences. The childminder supported this effectively by stepping back when appropriate and offering sensitive guidance when needed.

The childminder had completed up-to-date infection prevention and control training, ensuring that hygiene practices were robust and consistently applied.

Children's personal information was managed safely and confidentially and the childminder showed full awareness of their responsibilities in relation to data protection.

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 experienced a warm, nurturing environment where play was valued as central to their learning and development. During the inspection visit, children were deeply engaged in their play, demonstrating confidence, curiosity, and enjoyment. The childminder provided a range of fun, responsive experiences that reflected children's interests and supported their individual needs. There was a good balance between adult-led planning and opportunities for children to lead their own learning. As a result, children were making good progress in numeracy, literacy and health and wellbeing.

Children's play experiences reflected their interests and built on their natural curiosity. They had opportunities to investigate, and experiment, which supported their developing skills across different areas of learning. The childminder observed the children at play and responded sensitively, offering reassurance, encouragement, and support when needed. They also carefully chose when to step back to allow children to take the lead in their play and learning. Their responsive approach enabled children to make choices, explore their own ideas, and direct the flow of their experiences with gradually increasing confidence. Giving children time to process questions and explore their ideas helped them deepen their learning and promoted critical thinking. We discussed how these opportunities could further extend children's thinking through strategies such as open-ended questioning and "I wonder..." prompts. Strengthening this aspect of practice would help children develop confidence, creativity, and a strong sense of agency in their learning further.

The childminder identified and celebrated children's progress, and families valued the positive communication they received. A parent shared: "I frequently discuss my child's development and care ad hoc as well as through regular reviews".

There was scope to make children's achievements more visible in the setting. For example, involving children more directly in shaping their environment by exploring with them what they might like to see displayed in the playroom or messy/sensory room. Seeing their successes reflected in the environment could further enhance their sense of ownership and belonging within the space.

As part of their emerging approach to planning and assessment, the childminder had begun to track children's developmental progress by recording observations and identifying meaningful next steps. This provided a helpful overview of the children's learning and supported the understanding of how children were developing across key areas. We discussed the importance of using focussed observations to capture significant learning to ensure planning is closely aligned to children's developmental needs. Embedding this system further would support clear identification of children's achievements and highlight where additional support or challenge may be needed.

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.

Children experienced warm, compassionate care that supported their emotional wellbeing and helped them feel safe, valued, and understood. The childminder offered calm, nurturing interactions based on kindness and respect. Their gentle, responsive approach created an environment where children were able to express their emotions freely and form secure attachments. This contributed to children developing confidence, resilience, and a strong sense of belonging.

The childminder understood the importance of providing children with time, space, and reassurance as they navigated their feelings and experiences. They were highly attuned to children's verbal and non-verbal cues and responded sensitively, helping them regulate their emotions and communicate their needs. A parent told us: "[childminder's name] is an exceptional caregiver who has adapted and understood my [child]'s neurodivergence. She is caring, patience and always goes at [my child]'s pace". This emotionally secure environment supported children to thrive and contributed to their overall wellbeing.

Personal plans were evolving well, with a growing emphasis on recognising children's changing needs and interests. A parent shared with us: "I feel actively involved in my child's care and development". Another parent echoed: "we actively work together on development plans and I can highlight areas we are working on at home to complement her development at the childminder's and vice versa". This responsive approach meant that children's wellbeing continued to be supported effectively.

Children felt secure and confident throughout the day as the childminder had developed flexible yet predictable routines that supported their emotional security. Transitions were smooth and sensitively managed, helping children move between activities with ease. Meaningfully reviewing routines with children and their families ensured their voices shaped how the day flowed.

Positive relationships with parents were a significant strength of the service. They were built on mutual trust, open communication, and a shared commitment to children's wellbeing. Parents valued the consistency between home and the childminder's setting, which helped children feel secure and supported. Strong links within the local community further enhanced children's sense of belonging and provided meaningful opportunities for social connection.

Children's privacy and dignity were respected at all times. The childminder asked permission before supporting the children with their personal care tasks and encouraged children to make decisions about their own care. This empowered children and helped them develop independence and confidence in managing their personal 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	4 - Good
Leadership and management of staff and resources	4 - Good
Children thrive and develop in quality spaces	5 - Very Good
Children experience high quality spaces	5 - Very 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

To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and help services to improve. We also investigate complaints about care services and can take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

You can also read more about our work online at www.careinspectorate.com

Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

Find us on Facebook

Twitter: @careinspect

Other languages and formats

This report is available in other languages and formats on request.

Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànan eile ma nithear iartras.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿਚ ਉਪਲਬਧ ਹੈ।

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.