

Chiara's Childminding Child Minding

Stirling

Type of inspection:
Unannounced

Completed on:
23 January 2026

Service provided by:
Chiara Third

Service provider number:
SP2023000294

Service no:
CS2023000396

About the service

Chiara's Childminding is registered to provide a care service to a maximum of 6 children at any one time up to 16 years of age, of whom no more than 3 are not yet attending primary school and no more than 1 is under 12 months.

Other conditions of registration are:

- numbers are inclusive of the children of the childminder's family;
- minded children will only be cared for by persons named on the registration certificate;
- no overnight care will be provided;
- the parts of the premises not to be used to provide care are the upstairs rooms.

The service is provided from the childminder's home in the city of Stirling. The service is located in a residential area and is close to local schools and nurseries. Children have access to a living room, kitchen/dining room and downstairs toilet. An enclosed back garden is also available.

About the inspection

This was an unannounced inspection which took place on 23 January 2026 between 09:30 and 13:00. Inspection feedback was provided that day. 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 throughout the inspection year.

In making our evaluations of the service we:

- spent time with children using the service,
- spoke with the childminder,
- gathered feedback from seven 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

- Effective self-evaluation and robust quality assurance processes resulted in continuous improvement of the service and positive outcomes for children.
- Children experienced a homely, nurturing and well-organised environment designed around their needs.
- Sensitive and attuned interactions supported children's communication skills, thinking, and social development.
- Thoughtfully planned learning approaches, such as floor books and journals, empowered children to influence their learning, recognise their achievements, and experience meaningful, child-led opportunities.
- Effective observations and assessments ensured learning was tailored to children's needs, providing appropriate challenge and support to help children to progress.
- Children received warm, nurturing and compassionate care, with routines that were adapted to meet their individual needs. This helped them to feel safe, secure and valued.
- Positive relationships and partnership working with families supported a continuity of care for children, and helped families feel included and confident in the care provided.

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 had clear aims and objectives that outlined how the service would operate and how high quality care would be delivered. The vision for the service was underpinned by strong values. These focused on providing children with compassionate, individualised care, with opportunities to develop their interests and independence. Values were embedded into daily practice. As a result, outcomes for children were positive.

Self-evaluation processes were effective and well-considered. This helped the childminder to recognise what was working well and identify areas for further development. A range of evidence was used to inform assessments of the service and plan for improvements. Children and families were included in these processes, ensuring that their wishes and suggestions supported change and met their needs. This ongoing and meaningful approach promoted a strong culture of continuous improvement and partnership working within the setting.

The childminder had quality assurance processes in place that supported the continued delivery of high-quality care. These helped to assess the quality of the service and make changes to practice when needed. The childminder regularly considered risks and safety measures, ensuring that children continued to experience safe and well-managed care. Policies and procedures were routinely reviewed to ensure they aligned with current best practice. These were shared with families to support their understanding and keep them informed about how the service operated.

The childminder planned and undertook professional development based on children's needs and any gaps they identified in their own practice and knowledge. This meant that training was well-considered and supported the ongoing development of practice, helping to promote positive outcomes for children.

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 a highly nurturing and well-organised environment that strongly supported their sense of belonging and security. Spaces were thoughtfully planned around children's needs, offering quiet areas for rest, cosy corners for reading, dedicated arts and crafts spaces and table top activities. Children's artwork was displayed throughout the home, helping create a warm, homely atmosphere that celebrated their contributions.

Resources were accessible, which enabled children to make independent choices about their play. The childminder involved children in shaping the environment through consultation, observing their engagement, and adapting spaces based on their preferences and needs. As a result, children experienced an environment that was responsive, inclusive, and rich in opportunities. This supported them to feel valued, confident, and able to lead their own learning.

Opportunities for outdoor play were well-established. Children accessed a variety of outdoor experiences, including local woodland areas, walks in the community, and free flow access to the garden. This encouraged children to be active, explore, and learn about their community. Outdoor spaces were planned with the same care as the indoor environment, offering children choice and meaningful opportunities to play and investigate. This contributed to children developing confidence, resilience, and physical skills.

The childminder demonstrated a proactive and reflective approach to risk management, ensuring children experienced a safe and well maintained environment. Risk assessments were in place, including individualised assessments to support children's needs, such as health and wellbeing requirements. Safety checks and maintenance routines helped ensure the environment remained clean and safe, promoting effective infection prevention and control.

Children were actively involved in managing risk through ongoing discussions, developing mind maps, and taking part in their own risk assessments; for example assessing tree climbing and creating emergency plans. Risk benefit approaches supported children to recognise hazards, make informed decisions, and develop important self protective skills. These approaches supported children to feel safe, confident, and capable in managing risk during their play and daily routines.

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.

Children engaged in rich and stimulating play and learning. A range of quality resources, including loose parts and open-ended materials, provided opportunities for investigation, creativity and problem-solving. The childminder was responsive to children's ideas and changed resources and play spaces to reflect their preferences. This ensured experiences continued to be fun, engaging and supported children's ongoing learning.

The childminder's interactions were warm, sensitive, and highly attuned to children's needs. When supporting younger children, the childminder consistently recognised and responded to non-verbal communication, such as gestures and facial expressions. They modelled language through labelling and singing, and gave children time to process and respond. This supported strong communication and language development. For older children, open-ended questions supported to promote their thinking and problem solving skills. High quality interactions enabled children to develop social, emotional, and communication skills within a nurturing and responsive environment.

Well-planned learning opportunities placed children at the heart of decision making. Floor books and learning journals captured a wide range of experiences, children's comments, drawings and mind maps, and identified next steps. This helped children to recognise their progress, reflect on achievements and influence their experiences. Responsive approaches meant that children had ownership of their learning, felt valued as contributors, and experienced learning that was meaningful.

Observations of children's learning and effective assessments of their progress helped to plan experiences based on their needs. Identifying next steps in children's learning helped to provide a responsive approach and ensured that children received appropriate challenge and support. Families were included in their child's learning through regular updates. This allowed them to engage in their child's experiences and celebrate their achievements.

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, respectful and compassionate care within a nurturing environment. The childminder responded sensitively to children's cues and provided calm, reassuring support. Children were relaxed, confident and settled. The childminder knew children well and adapted routines to support their changing needs and preferences. This meant that children's wellbeing was consistently promoted, helping them feel happy, valued and secure. One family shared, "We could not be happier and trust that {my child} is in a safe, caring environment that allows them to flourish".

Mealtimes were calm, positive and nurturing. The childminder sat with children, offering support while still allowing them time and space to explore food and develop skills independently. Nutritious meals promoted healthy eating habits. Bottle feeding took place on the sofa with cuddles, creating a warm, secure experience for younger children. These supportive mealtime practices helped children to develop independence, enjoy social interactions and build positive relationships with food.

Personal care routines were carried out with dignity, respect and sensitivity. Nappy changing was a calm, positive experience with singing and gentle conversations. This helped children feel safe and comfortable. The childminder ensured children's privacy and maintained a calm pace, supporting children to feel respected. Sleep routines were carefully adapted based on children's needs and information from families. Effective safe sleep practices promoted children's safety while meeting their need for comfort and rest.

Children's wellbeing was supported through effective and meaningful personal planning. Plans included information about children's strengths, progress and areas where they would benefit from additional support. This helped the childminder to understand and respond to each child's needs. Children were included in shaping their own plans, ensuring their views contributed to decisions about their care. Plans were reviewed regularly with families to keep them current and reflective of children's changing needs.

The childminder had established positive relationships with families and effective partnership working. They valued families input and used feedback to adapt children's routines and care. One family told us, "I find {the childminder} to be very approachable, friendly and has a genuine interest in learning about my children". Ongoing discussions helped to share important information and help to identify what worked well and where support for children could be enhanced. This collaborative approach contributed to a continuity of care and helped families feel included and confident in the support their children received.

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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