

Nurture in Nature Glasgow Child Minding

Glasgow

Type of inspection:
Unannounced

Completed on:
11 February 2026

Service provided by:
Jennifer Webb

Service provider number:
SP2024000965

Service no:
CS2025000236

About the service

The childminding service is registered to provide a care service for a maximum of six children at any one time under the age of 16 years of age. Numbers include the children of the childminder's family/ household. There were three children present on the day of inspection.

The service operates from the childminder's home in the Gartcraig area of Glasgow. Children have access to the living room, playroom, bathroom and kitchen. They also have access to an enclosed rear garden. The service is close to local primary schools, shops, parks, and other amenities.

About the inspection

This was an unannounced inspection which took place on 10 February 2026 between the hours of 9:30 and 12:30. 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 registration information, information submitted by the service and intelligence gathered since registration. In making our evaluations of the service we:

- reviewed feedback from two families whose children attend 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 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

- Children were nurtured by a childminder who was patient, kind and responsive.
- The childminder knew children well and provided care that was tailored to their individual needs, interests, and routines.
- Children were having fun and using a variety of resources to meet their interests, age and stage of development.
- Reflective practice enabled the childminder to plan changes that supported positive outcomes for children.
- The childminder demonstrated a commitment to professional learning and development to ensure high quality care.
- Children's involvement and independence could be further enhanced by involving them in snack and meal preparation.

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	4 - 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 4 - Good

Quality indicator: Leadership and management of staff and resources

We evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

During the inspection, the childminder engaged positively and welcomed advice and support. This demonstrated their commitment to improvement and their capacity for change. Their approach showed a clear focus on improving outcomes for children and families.

The childminder shared their intention to update the aims and objectives of the service to ensure they were clear and relevant for children and families. We agreed that this was a positive step and discussed the benefits of involving families and children in the review. The childminder confirmed that the vision, values and aims would continue to focus on providing a play based environment where children learn through engaging experiences. This included exploring new activities, especially outdoors, and regularly accessing the local community. This would ensure the vision and aims were reflective of the service being provided.

The childminder's self-evaluation led to improvements that enhanced children's experiences. They considered what the service was doing well, and what they needed to do to improve on. For example, a recent review led the childminder to adapt routines and approaches to enhance children's wellbeing. This included the use of visual diaries and breath work strategies to support self regulation. As a result, children settled more confidently into the day. This reflective practice enabled the childminder to plan changes that supported positive outcomes for children.

The childminder used people's views to inform improvements to the service. They asked families specific questions about aspects of practice and gathered responses. For example, they sought feedback on their child's particular interests and if there was anything missing from the service. This enabled the childminder to make informed improvements in practice, that were responsive to the needs of the families accessing the service.

The childminder had a range of policies and procedures that supported them to provide high quality care and support. These were shared with parents, so they knew what to expect from the service. This contributed to them feeling included and well informed. We recommended that the childminder continued to develop policies to be specific to their service. This would ensure policies remain accurate and relevant.

The childminder demonstrated a commitment to professional development. They had recently completed training in understanding child development and ways to measure children's wellbeing and involvement. They had arranged future training in trauma informed practice. This demonstrated their commitment to maintaining and developing their knowledge to enhance the quality of children's care, play and learning.

Children thrive and develop in quality spaces 4 - Good

Quality indicator: Children experience high quality spaces

We evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Children experienced care in a well-furnished, ventilated and homely environment. A variety of resources were laid out in the playroom offering children the space to comfortably and safely access them. Additional resources were stored on shelves and boxes that the children could easily access. This offered children choice and demonstrated to children that they mattered.

Children benefited from opportunities to play and learn outdoors. The childminder had made good use of the local and wider community. For example, the children had read the Gruffalo story and then visited the Gruffalo trail. One child was interested in lifecycles and they explored this through seasonal changes in the park. The childminder had secured funding and recently had a polytunnel delivered. Plans had been shared with parents on how this would provide each child with their own space to plant and grow. This supported children to engage in a broad range of challenging and interesting play opportunities that extended their development.

Children's personal information was stored safely and securely. Each child had their own folder and information was frequently shared with families through a private online app and through diaries. This supported communication while maintaining confidentiality.

The childminder adapted sleep routines to meet children's needs and reflect family preferences. Children often slept in the car on the way home from outings. Other times children slept on the couch. We discussed with the childminder safe sleep practice and they took prompt action to ensure mats were available for indoors sleep. This ensured children's safety whilst sleeping.

The childminder demonstrated a good understanding of risk and took action to minimise potential hazards both within the home and outdoors. Throughout our visit, we observed the childminder actively assessing risk and responding promptly to emerging situations. For example, they removed items from the floor to prevent tripping hazards and sensitively redirected children when they attempted to climb on furniture. As a result children were able to play safely. We discussed the importance of maintaining vigilance as younger children become more mobile, to ensure their continued safety. The childminder had written risk assessments. We advised that these should include dates and clearly note when they have been reviewed or updated. This would provide an opportunity to explore potential risks in more depth and put steps in place that reduce risk to children.

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 knew individual children well. They used information gathered from children and families to plan high quality experiences that met children's interests and supported their curiosities. This meant that children could lead their play within a stimulating and creative environment.

Children accessed a varied range of developmentally appropriate resources that supported free choice. They were displayed attractively in the playroom when the children arrived. A posting box had been created in response to children's interest, and all children engaged in filling and emptying it. As they played, a further activity was set up to dissolve a bicarbonate mixture to free toy dinosaurs. Children explored the liquids and used spray bottles to aid the process. As a result, children were engaged, and supported in their learning and development.

The childminder responded positively to children's requests and followed their interests. For example, they set up a shop after a child showed interest in money. They played alongside children and sensitively engaged to support and extend their play. They suggested whose turn it was and stepped in as the shop keeper, when both children wanted to spend money. This enabled children to take turns and develop social skills.

Opportunities for outdoor play enriched children's experiences. Regular visits to the local parks, offered children the freedom to make choices, engage in imaginative and risky play, and explore the natural environment. They shared found treasures, climbed logs, and experimented with ice. Activities such as, swings and playing parachute games further supported children's physical skills. The childminder's forest play training enhanced these opportunities, enabling children to experience fire lighting and den building. As a result children's independence, confidence and physical development were promoted. One parent told us "[the childminder] encourages our child to be outdoors as much as possible, which I love."

The childminder's records supported children's learning. They kept daily diaries detailing a narrative of the day and linked play and learning to good practice guidance such as Realising the Ambition. They identified children's needs through observations and collated these in an overview. This noted the activities children took part in, what caught their interest and suggested next steps in learning. The childminder kept families informed of children's progress through daily conversations and secure social media platforms. They recognised and celebrated children's successes and achievements. The childminder's reflective practice ensured all children remained engaged, included and progressing in their learning.

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.

We observed warm, caring and nurturing interactions between the childminder and the children. The childminder was patient, kind and responsive, providing praise and encouragement to meet children's needs. Children had formed positive connections with the childminder which meant they felt safe and secure.

The childminder had developed personal plans for each child and reviewed them regularly to reflect individual needs and interests. They gathered information through "All About Me" forms and ongoing input from parents about routines, interactions, and preferences. Weekly diaries recorded care needs and children's emerging interests, helping the childminder plan for development. As a result, children experienced responsive care that supported their wellbeing and learning.

When a child needed to access the toilet, they were quietly taken to the bathroom and the door was closed for privacy. Children were asked to continue playing while another child was changed. This demonstrated that personal care was carried out respectfully and sensitively which supported the children's privacy and dignity.

Children received a nutritious snack of homemade loaf and fresh fruit. The children discussed the cinnamon spice they tasted and the juicy fruit. This supported children to develop an awareness of healthy food choices. Children's water bottles were accessible throughout the day, and they were encouraged to stay hydrated. The childminder prepared and served snack to the children. We discussed the value of using daily routines, such as snack and mealtimes, as opportunities to promote children's involvement and independence. This would enhance children's snack time experience.

The childminder supported children to manage their emotions throughout the day. When children occasionally disrupted each other's play, they encouraged calming strategies. They talked about breathing and children used teddies on their tummies to help them see their big breaths. Children asked to take part in yoga, rolled out their mats and completed poses such as warrior and dolphin alongside taking deep breaths. As a result children learned skills to help them successfully refocus their attention and settle emotionally.

Families felt well informed about their child's day and experiences. The childminder shared regular updates through conversations, daily videos and diaries. This supported strong communication and meaningful partnership working. Families told us "Regular updates are provided about my child while they attend sessions. I will often share updates on his development/milestones. The childminder loves these and continues to encourage their development/skills learned at home." and "After every time I pick my child up, [the childminder] gives me a run through of their day and what they have done."

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

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Leadership and management of staff and resources	4 - Good
Children thrive and develop in quality spaces	4 - Good
Children experience high quality spaces	4 - 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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