

Darling Angels Childminding Service Child Minding

Glasgow

Type of inspection:
Unannounced

Completed on:
4 February 2026

Service provided by:
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Service provider number:
SP2014986530

Service no:
CS2014333402

About the service

Darling Angels Childminding Service provides a childminding service from their home in the Anniesland area of Glasgow. The childminder is registered to provide a care service to a maximum of 6 children at any one time under the age of 16, of whom no more than 3 are not yet attending primary school and of whom no more than 1 is under 12 months. Numbers are inclusive of the childminder's family.

Children have access to the lounge and dining kitchen. The childminder's home is on one level. They make use of the enclosed garden with a range of play equipment. The childminder makes really good use of local resources including the library and playgroup. They also regularly visit local outdoor spaces. Two children were attending at the time of this inspection.

About the inspection

This was an unannounced inspection which took place from 28 January to 4 February 2026. 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 and families
- spoke with the childminder
- observed practice and daily life
- reviewed documents.

Key messages

- Children experienced warm, nurturing relationships which helped them to feel safe, valued and confident.
- Children made very good progress in communication and language.
- Children benefited from high quality social experiences which strengthened their social skills and confidence.
- Personal plans were detailed, individualised and regularly reviewed, ensuring children's needs were well understood and met in partnership with families.
- Children enjoyed healthy, home cooked meals and meaningful involvement in food routines, promoting independence, healthy habits and positive mealtime experiences.

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 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 a clear and well-established vision, values and aims which shaped the daily running of the service. These were strongly rooted in nurturing inclusive care for children, and were consistently reflected in practice. Families recognised and valued this, sharing that the childminder's approach aligned closely with their own expectations for their children's care and learning.

The childminder demonstrated a professional and reflective approach to leadership. She understood her responsibilities well and ensured that her service operated to a consistently high standard. She offered funded childcare and worked inclusively with children who spoke English as an additional language. The childminder's bilingual skills helped children feel secure and supported, and daily routines provided opportunities for children to develop their English in meaningful ways.

Strong relationships were a significant strength. Families described the positive impact the childminder had on their children's development and wellbeing, and many maintained connections with her after leaving the service. This demonstrated the depth of trust and respect she had built over time. Parents and children were meaningfully involved in shaping the service, with their feedback directly influencing routines, care decisions and any changes made to the environment. This collaborative approach ensured that children's individual needs were central to all decision-making.

The childminder used Scottish Childminding Association (SCMA) forms and documents to structure her self-evaluation. This helped her reflect on her practice, identify strengths and plan improvements in a systematic and evidence based way. Her ongoing commitment to improvement was further supported by a strong partnership with the SCMA, which provided time for professional learning and self evaluation. This enabled the childminder to engage in relevant training, update her knowledge and continue to refine her practice. This had a positive impact on outcomes for children and demonstrated a commitment to ongoing professional development.

The childminder engaged very well with the inspection process and actively encouraged families to share their views. She was open, reflective and keen to demonstrate how she met children's needs. This positive engagement reflected her confidence, professionalism and commitment to high quality standards.

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 offered a fun, stimulating and well-structured programme that supported children to develop their communication, language and social skills. Children who were developing their skills in speaking English were very well-supported. The childminder used her bilingual skills to reduce barriers and help children understand routines and expectations which contributed to children feeling secure and included. Daily activities provided purposeful exposure to English, and the childminder used a variety of enjoyable games and play-based experiences to introduce new vocabulary in ways that were fun for children. This helped children to make steady progress in their confidence and communication.

Children benefited from rich opportunities to develop socially. The childminder made very good use of the local community, regularly meeting other childminders and attending local groups and Bookbug sessions. These experiences helped children build relationships, practise social communication and become familiar with their wider environment. Children were encouraged to take part in conversations, listen to stories and join in songs and rhymes which further supported their communication and language.

Each child had an individual folder that documented their progress, learning and achievements. These were well-organised, linked to appropriate targets and informed by regular observations. Personal plans contained a good level of information about children's needs, routines and interests, with clear developmental goals and targets. This meant the childminder had a strong understanding of each child and could tailor experiences effectively to support their development. Regular reviews ensured that plans remained current and reflective of children's changing needs.

Families received high quality support and communication was a strong feature of the service. The childminder used online platforms to share updates and photographs, helping parents feel connected to their child's day. Parents also received help with completing forms and paperwork, where required, which they greatly appreciated. Feedback gathered from families was very positive and reflected the high level of trust and respect they had for the childminder. Children and parents were given a meaningful voice in shaping learning experiences, and their views directly influenced planning and decision-making.

Overall, the childminder created an engaging, nurturing and inclusive learning environment. Her playful, responsive and well-considered approach supported children to make very good progress in communication, language and social development.

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.

The childminder had a warm, natural and nurturing manner with the children which created a calm, trusting and joyful atmosphere in the home. She was fun, enthusiastic and deeply invested in the wellbeing of the children and their families. This genuine care was evident in her interactions, where she provided comfort, reassurance and praise in ways that were sensitive to each child's emotions and stage of development. As a result, children felt secure, valued and confident in the care they received.

Children had formed strong, positive relationships with the childminder, with one another and with other children in the wider community. These relationships supported children's social and emotional development, helped them feel part of their local area and gave them opportunities to learn how to play cooperatively, share, communicate and develop friendships. The childminder carefully nurtured these relationships by ensuring that children spent time within community groups, attending regular meet ups, and participating in shared activities that encouraged cooperation and social skills.

A significant strength of the service was the childminder's thorough and personalised approach to planning for each child. She took considerable time to gather detailed information about children's needs, routines, interests and preferences. Personal plans were well-informed and regularly reviewed in partnership with families to ensure that they were accurate and reflective of children's ongoing development. For families whose first language was not English, the childminder's support was invaluable. She assisted parents to complete forms, understand documentation and communicate their child's needs clearly. This inclusive and compassionate approach reduced barriers for families, strengthened relationships and ensured that children received consistent, individualised support.

Children benefited from nutritious and home cooked meals that supported healthy eating habits. The childminder planned meals and snacks around children's likes while encouraging them to try new fresh fruits and vegetables. Children were involved in food related routines such as accompanying the childminder to the supermarket, choosing produce and participating in simple food preparation. These experiences promoted independence, confidence and an early understanding of healthy lifestyles. Mealtimes were relaxed and sociable, with children eating together at the table and learning good habits through positive role modelling.

Infection prevention and control measures were embedded in daily routines. Children were encouraged to wash their hands before and after meals, and families followed clear expectations such as removing shoes before entering the home. These routines supported children to learn about hygiene in a practical and age appropriate way while contributing to a safe environment.

The childminder's strong connection with families was a defining feature of the service. She provided funded early learning and childcare, and many families attended on the basis of recommendations from others who had experienced the high level of care and support she offered. Families who had recently moved to Scotland particularly valued the practical and emotional support she provided, which helped ease their transition and ensured that their children settled well.

Overall, the childminder's warm relationships, personalised care, inclusive practice and strong communication ensured that children experienced nurturing, responsive and high quality support.

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 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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