

Linda's Day Care Child Minding

Glasgow

Type of inspection:
Unannounced

Completed on:
11 February 2026

Service provided by:
Linda Hooper

Service provider number:
SP2003910350

Service no:
CS2003019838

About the service

Linda's Day Care provides a childminding service from the family home in the Millerston area of Glasgow. The service is registered to provide care to a maximum of 6 children at any one time under the age of 16, of whom no more than 4 are not yet attending primary school, and of whom no more than 1 is under 12 months. There were four children present at the time of inspection.

Children had a dedicated play space in the large conservatory. They had access to a safe, secure side garden, dining kitchen for meals and upstairs bathroom. At the time of inspection children were being cared for in the comfortable living room. The service is close to local amenities such as, shops, parks and transport links.

About the inspection

This was an unannounced inspection which took place on 11 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 using the service
- spoke with the childminder
- reviewed electronic feedback from three families
- observed practice and daily life
- reviewed documents
- assessed core assurances, including the physical environment.

As part of our inspections, we assess core assurance. 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 was experienced, knowledgeable and committed to training and professional development.
- The childminder was committed to improving the quality of the service to benefit children and their families.
- Children were relaxed, happy and having fun in their play and learning.
- Warm, respectful and nurturing relationships supported children to feel safe and secure in the setting.
- Children were at the heart of the service and were cared for by a childminder that knew them and their families well.

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 settings work and identified very few areas for improvement, therefore we evaluated this quality indicator as very good.

The childminder cared deeply about the service they provided for children and families. Meaningful aims and objectives were in place and shared with parents through a handbook prior to registration. This supported parents understanding of the care provided and helped them choose a service that was right for them and their child. We found aims and objectives were reflected in the ethos and practice of the service. For example, providing a fun filled environment where children felt safe, valued and encouraged to thrive. All parents strongly agreed they were happy with the service. One parent commented, "it's a safe, warm nurturing environment where my child can investigate through free play and structured play activities."

The childminder recognised the importance of involving children and their families in the self- evaluation process. Regular contact with parents and informal communications meant they could influence the care provided in an informal way. Questionnaires provided them with more formal opportunities to share feedback on the service and provide suggestions for improvement. Parents agreed they were included in developing the service and told us, "[the childminder] sends out surveys every so often to make sure we are happy. When we made one small suggestion [the childminder] went out their way to show they had listened and adjusted their days to enable this." This enabled the childminder to make informed improvements in practice, related to the needs of children and families accessing the service.

The childminder demonstrated a positive approach to continuous improvement. They were open to feedback on strengthening self-evaluation and quality assurance through a more structured process. The childminder had begun developing their understanding of the Care Inspectorate's Quality Improvement Framework for the Early Learning and Childcare Sector and was considering how to apply this in practice. We advised them to use the challenge questions within the framework to help identify strengths and areas for development, with a clear focus on improving outcomes for children. While this was in its early stages, we were confident that their commitment to enhancing self-evaluation processes would contribute to ongoing and sustained improvements in the quality of the service.

The childminder was experienced and confident within their role. They were committed and motivated to learn and improve their practice, whilst promoting positive outcomes for children. They actively sought opportunities to enhance their professional knowledge and skills. This included accessing a range of learning and training opportunities through the Scottish Childminding Association (SCMA) and other training providers. This supported the childminder to deliver high-quality care that was safe, consistent and responsive to the needs and rights of 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.

Children were relaxed, happy and having fun as they played. There was lots of laughter and joy as they threw, caught and chased balloons together. The childminder worked closely with families to gather information of children's current interests and likes. The childminder used this information to ensure resources reflected children's current interests and stage of development. This included toys such as, construction, super hero figures, Mr Potato Head and cause and effect toys. This supported children's engagement as they explored toys that sparked their interest and curiosity.

The childminder used their experience and knowledge of child development to create a rich learning environment where children's play was valued and respected. They responded enthusiastically to children's interests and their observations, interactions and skilful questioning enhanced children's learning and curiosity. The childminder was attuned and highly responsive to children's play cues. They recognised children were looking for opportunities to climb and facilitated this by providing large soft play shapes. Children were highly motivated and full of excitement as they climbed, slid and rolled on the shapes.

Literacy and numeracy were naturally threaded through all play and learning experiences. Children enjoyed opportunities for counting, identifying colours, sharing stories and singing songs. The childminder was highly skilled in modelling language and interpreting children's message through ongoing interactions and conversations. This supported children's language development and sent them the message, their voice mattered.

The childminder understood the benefits of daily outdoor play to support children's development and wellbeing. We found a wide range of resources were available, such as, a mud kitchen, painting easel, large boxes, sand and water. This promoted children's curiosity, imagination and creativity. Parents commented positively about the outdoor space and told us, "my child loves playing outdoors and exploring in the garden. It is brilliantly developed for outdoor learning."

Children's learning was being monitored and tracked through detailed observations. The information gathered was used to identify clear next steps and plan experiences that supported each child's individual development and progress. While the childminder demonstrated a strong understanding of each child's stage of development, progress was not always updated in written records. We advised a more continuous approach to recording progress, would strengthen processes for supporting children's development, learning and progression.

Children's learning was being shared with parents through daily conversations, written diaries, and photos and videos on WhatsApp. This supported parents to be meaningfully involved in their children's play and 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.

Children were happy, settled and relaxed in the childminder's care. They experienced warm and nurturing interactions which supported them to feel safe and secure. The childminder knew children well and was attuned to their individual needs. Hugs, shared laughter and words of reassurance supported positive attachments with the childminder. Parents valued the relationships the childminder had with their children. One parent told us, "they are a fabulous childminder. They have a warm and nurturing nature, and meet the needs of my child and all children in their care."

Strong relationships and close connections with children and families were at the heart of the service. The childminder had built strong relationships with families, with many using the service over many years for all children in the family. Families were warmly welcomed into the service and ongoing daily communication ensured children's routines, care needs and preferences were respected. Parents spoke positively of the childminder and told us, "[the childminder] is always so kind and approachable. They take an interest in the lives of all their families" and "[the childminder] is very caring and wants to help us out as much as they can." This contributed to trusting relationships between families and the childminder.

Personal plans contained key information required to meet children's needs, including medical information, dietary requirements, and daily routines. We advised that plans could be further strengthened by incorporating children's preferences, dislikes, strategies for comfort when upset, and clearer links to the SHANARRI (Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, Included) wellbeing indicators. Parents informed the childminder of changes through ongoing discussions, and the childminder responded appropriately to children's needs; however, these updates were not consistently recorded. We recommended adding a supplementary sheet to capture any changes that occur between formal reviews. This will ensure that personal plans reflect each child's current needs and the support being provided.

Snack time was a relaxed and unhurried experience for children. Children sat in high chairs and were positioned in a curve to enable them to see each other. This ensured all children were fully included and had opportunities to interact with each other. The childminder sat with children, ensuring their safety, promoting good manners and engaging them in social conversations. This made snack an enjoyable and social experience for all children.

Transitions were carefully planned using a collaborative approach to support the wellbeing of children and families. Settling sessions were arranged to establish relationships prior to the placement beginning. This approach fostered an inclusive environment that contributed positively to children's wellbeing, sense of security and emotional safety.

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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