

McGoff, Sharleen Child Minding

Falkirk

Type of inspection:
Unannounced

Completed on:
25 February 2026

Service provided by:
Sharleen McGoff

Service provider number:
SP2009973024

Service no:
CS2009194271

About the service

Sharleen McGoff provides a care service to a maximum of eight children at any one time under the age of 16, of whom a maximum of six children will be under 12, of whom no more than three are not yet attending primary school and of whom no more than one is under 12 months. Numbers are inclusive of children of the childminder's family.

The service is provided from the childminder's home in a quiet residential area in Falkirk. The service is close to a local primary school, parks, shops, woodland walks and other amenities. Children are cared for in a dedicated playroom, large hall area, kitchen/dining area. Children have access to an enclosed garden to the rear of the property.

About the inspection

This was an unannounced inspection which took place on 25 February 2026 between 08:25 and 11:30. This 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 and complaints information, information submitted by the service and intelligence gathered throughout the inspection year. To inform our evaluation we:

- spoke/spent time with four young people using the service
- spoke with the childminder
- assessed core assurances, including the physical environment
- observed practice and daily life
- reviewed documents
- we reviewed three completed questionnaires from families.

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.

During this inspection we gathered specific information to help us understand more about how services support children's safety, wellbeing and engagement in their play and learning. This included reviewing the following aspects:

- staff deployment
- safety of the physical environment, indoors and outdoors
- the quality of personal plans and how well children's needs are being met
- children's engagement with the experiences provided in their setting.

This information will be anonymised and analysed to help inform our future work with services.

Key messages

- The childminder demonstrated a relaxed, friendly and professional approach that aligned with the services vision, values and aims.
- Children were kept safe through effective risk assessing and infection prevention and control measures.
- Children's experiences were enhanced by a childminder who was committed to professional development.
- Children experienced warm and nurturing interactions from the childminder.
- Language, literacy and numeracy was naturally woven throughout children's play and experiences.
- Families were well-informed and included in their children's daily experiences.
- The childminder had developed trusting and respectful relationships with children and families.

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.

Children were cared for by a childminder who demonstrated a relaxed, friendly and professional approach which reflected the vision, values and aims of the service. Families and children's views were gathered through questionnaires which helped to create a shared vision. This meant that the service provided to children and families was meaningful and met their needs.

Children's experiences were enhanced by a childminder who demonstrated regular self-evaluation processes. The childminder used best practice documents, the Scottish Childminding Association (SCMA) self-evaluation models and A quality improvement framework for the early learning and childcare sectors: childminding. This helped the childminder to identify areas for development and what is going well. We discussed ways quality assurance systems could be enhanced to support the childminder with completing key tasks, such as a monthly or annual calendar.

Children were kept safe while they attended the service through the use of effective risk assessments and procedures. These risks were assessed regularly, including fire alarm testing while children attended the service. This meant that children were aware of how to respond if an emergency took place. Policies and procedures were in place, these reflected current best practice and guidance and were reviewed at least annually. These processes supported the childminder to ensure children were safe while they attended the service.

The childminder undertook regular training to support their practice. Reflections on training took place. Honest reviews were captured to identify how learning had contributed to professional development. For example, training on packed lunches, supported the childminder to ensure they were following infection prevention control measures, through identifying ways packed lunches could be stored. As a result, children were benefiting from a childminder who was committed to their professional development and continuous improvement of their service.

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 experienced a wide range of interesting and engaging play opportunities that reflected their interests. Children were able to access resources as they wished and extend their ideas as they played. One child shared, "I like building dens, we have a good spot for it". Another child told us, "We like to dance, we can do it here and there is lots of room to move". There was a balance of responsive and planned experiences. Activities planned reflected what children were interested in, for example arts and crafts relating to Mother's Day. Children's rights were respected and they only took part in activities they wanted to. As a result, children felt listened to and empowered to play in a way that interested them.

Children had opportunities to explore their local and wider community through planned experiences. Regular outings to play groups, day trips and walks within the community helped children to feel like they belonged. While walking to school children were observed to be confident in using road safety procedures and checking on each other. The childminder met with other childminders regularly. This supported the childminder with professional discussions, sharing best practice and activity ideas.

Children experienced kind interactions from the childminder which enriched their play and learning experiences. The childminder asked to play with children, got down to their level and engaged in conversation while they played. The childminder asked children challenging and open ended questions while they played. Language, literacy and numeracy opportunities were provided and extended. For example, the childminder added more blocks that varied in size and shapes so one child could build their tower taller. Mathematical language was used by the childminder while they played, such as "big block and little block" which helped children to develop their problem solving skills.

Children's learning and development was tracked using the SHANARRI (Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included) wellbeing indicators. This helped the childminder to identify appropriate next steps for children. These were reviewed with families at least every six months. We reminded the childminder to make it clear on children's observations when next steps had been achieved. Daily observations were shared with families through the use of WhatsApp. A parent told us, "I get daily updates on their development through a chat when I collect as well as a message". Another parent shared, "we communicate every day". Pictures of daily activities or daily diaries helped to keep families informed of their children's learning and experiences.

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 benefitted from a childminder who understood the importance of connection with children and their families. The environment was homely, welcoming and had areas for children to keep their personal belongings. Parents strongly agreed to having a good relationship with the childminder. A parent told us, "she has been very welcoming and accommodating". Another parent shared, "she has my child's best interests always and knows that they like". As a result, strong trusting relationships between the childminder and families had been developed.

Children were cared for by a childminder who knew them well. Personal Plan information was reviewed regularly with families. Updates and changes to children's home lives or routines were logged in plans and diaries. The childminder was aware of each child's overall needs and how to promote their wellbeing. For example, children with allergies or after school activities were considered when planning daily meals and activities. Chronologies were in place where significant events were documented. This helped the childminder to understand individual children's wider world. We reminded the childminder to ensure that signatures were gathered at every review meeting with parents. This would further ensure that all information shared from parents is current and accurate.

Children experienced a sociable and relaxed mealtime. Children had choice of what they would like for their snacks, with a variety of options to choose from.

Children were empowered to take leadership of their mealtimes, through influencing snack menus and helping to prepare meals. Children sat at a table in the kitchen area where the childminder helped them to eat their snack or engage in conversation with them. As a result, children were able to eat at a pace that was right for them in a nurturing environment.

Children's overall health and wellbeing was supported through effective infection prevention and control measures. Children and the childminder washed hands at key times of the day. For example, before mealtimes, after using the toilet or providing personal care and resources were regularly cleaned. The childminder was up to date with child protection training and was confident in when to implement procedures. This ensured that children and their families were supported and kept safe by a skilled and confident childminder.

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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