

# Callaghan, Sharon Child Minding

Kilmarnock

**Type of inspection:**  
Unannounced

**Completed on:**  
18 February 2026

**Service provided by:**  
Sharon Callaghan

**Service provider number:**  
SP2007965710

**Service no:**  
CS2007155504

## 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. There were three children present on the day of inspection.

The service operates from the childminder's home in Kilmarnock. Children have access to the 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 16 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 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:

- reviewed feedback from six 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 happy, settled and relaxed in the childminder's care.
- Children were having fun and using a variety of resources to meet their interests, age and stage of development.
- A variety of well-planned outdoor experiences promoted children's curiosity, problem solving and well being.
- Communication with families was effective through daily conversations and an online messaging app.
- The childminder demonstrated a commitment to professional learning and development to ensure high quality care.
- Reflective practice enabled the childminder to plan changes that supported positive outcomes for children.

## 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 established a clear vision for the service. Their aim was to provide a warm, friendly, welcoming environment that parents can trust and rely on to meet their children's needs. This was clearly reflected in daily practice. Interactions with children were warm, responsive and nurturing. The childminder knew each child's individual character, needs and preferences. Children were consistently supported to make choices and lead their own play. Parents told us "Built over many years, I fully trust [the childminder] and know they have my children's interests at heart." and "[the childminder] always goes that little bit extra with the children. They have genuine care for the children they look after."

Self-evaluation and improvement planning was well considered and supported the childminder to reflect on practice to enhance outcomes for children. For example, using My World Outdoors guidance they had identified ways to develop outdoor resources. This included adding more natural materials, expanding sensory activities and plans for a balance beam. This ensured a structured reflection and supported the childminder to identify strengths and areas for improvement. Personal plans were being reviewed and different formats were being tested to ensure records reflected the responsive care provided. This reflective practice enabled them to plan changes that supported positive outcomes for children.

The childminder stayed informed about changes in the sector and current best practice. They attended monthly training sessions with the local authority exploring a range of topics. For example playful pedagogy, trauma informed practice and Setting the Table guidance. This enabled the childminder to network with other childminders and share good practice. Other training covered safeguarding and paediatric first aid. As a result, children and families benefitted from the childminders continued professional development that supported them to deliver a high-quality service. We suggested keeping a record of learning and its impact on children's experiences. This would be an effective way to further improve outcomes for children.

Policies and procedures were regularly reviewed and reflected current legislation and best practice. These were shared with parents, so they knew what to expect from the service. This contributed to them feeling included and well informed. Overall, the effective policies and procedures were used to ensure children received high-quality care that was safe, consistent, and responsive to their needs and rights.

## 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 responded positively to children's requests and sensitively followed their interests. When children chose the barbecue set, the childminder supported them to set it up and actively joined their pretend play. This ensured all children were included and able to take part at their own pace. When one child selected a doll, others wished to join in. The childminder helped them choose dolls and gathered bottles and bowls to feed them, promoting cooperation and shared play. By modelling role play, the childminder enriched children's experiences, which strengthened their imagination and supported their understanding of real life situations.

Attentive interactions and a sensitive approach to conversation supported children's communication and language development. The childminder wondered aloud, repeated phrases, and gave children time to respond. For example everyone stopped to watch the bin lorry outside the window. The childminder described what was happening and children listened and repeated words as they watched. This approach helped build children's vocabulary and increased their confidence in communication.

The childminder accessed a variety of social activities within the local community. They visited, toddler groups, hop and bop sessions and local museums. These outings provided valuable opportunities for children to develop social skills, explore new environments, and engage in play in the wider community.

Children had regular access to outdoors and natural environments. Curiosity, creativity and problem solving were supported in the garden through resources such as the mud kitchen, climbing frame and play house. Children walked to and from school and visited the duck pond and local woodland area. These experiences helped children to stay active, healthy and develop an interest in and respect for nature. Families valued and appreciated the frequent opportunities children had to access the outdoor environment. They told us "[the childminder] has a focus on learning and playing outdoors, if they are not out and about, play in the garden is encouraged." and "[the childminder] provides daily walking opportunities. Also on Inservice days etc they have opportunities to visit places such as the museum, various parks or the beach."

Children's personal plans contained relevant information about their development and were aligned with the wellbeing indicators. The childminder demonstrated a clear understanding of each child's personality and their likes and interests. They had begun reviewing how information was recorded. We advised recording children's development and needs more regularly. This would support clearer tracking of progress and help identify where additional support may be required. As a result children's existing skills would continue to be recognised and their learning needs identified, supporting their development 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 from the childminder who was patient kind and responsive. Hugs and words of reassurance supported positive attachments with the childminder. This helped children to feel safe and secure.

Parents and the childminder provided lunches ensuring children's food preferences and dietary needs were met. The childminder offered healthy snacks, such as toast and fruit. Children sat together at the kitchen table, creating a sociable mealtime experience. They were supervised to ensure they ate safely, and their water bottles were kept within reach to support regular hydration. As a result, children experienced positive mealtimes that promoted their social skills and wellbeing.

The childminder recognised the importance of rest and sleep for children's overall wellbeing and followed routines from home. Children slept in a buggy, often outdoors, enjoying the movement to help them sleep. The childminder shared their awareness of safe sleep through our discussion and their safe sleep policy. This meant children's needs were met and they were kept safe whilst sleeping.

The childminder knew children well and was attuned to their needs. Personal plans recorded key information to support children, such as their likes, dislikes and sleep preferences. As a result children experienced personalised care and were settled in the setting. We advised the childminder to strengthen personal planning, by recording significant changes shared by parents as they occurred. This would enhance personal plans and ensure they reflected how children's changing needs were being met. As a result children would continue to experience responsive care and support that promoted their wellbeing and development.

Families felt well informed about their child's day and experiences. The childminder shared regular updates through daily conversations and an online app. This supported strong communication and meaningful partnership working. Families told us "[the childminder] will always discuss with me how the children have been and if there is anything that has come to their attention that I should be aware of." and "I feel like my kids are always safe and having fun whilst I am at work. I love it when they bring home art and crafts they make there, I especially love when [the childminder] sends me photos or updates about their day."

The childminder had a very good understanding of their role and responsibilities in safeguarding and protecting children. They had completed safeguarding training and were confident in appropriate action to take if concerns for the welfare or wellbeing of children should arise. This meant that children's safety and wellbeing was well supported.

## Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at [www.careinspectorate.com](http://www.careinspectorate.com).

Detailed evaluations

<b>Leadership</b>	<b>5 - Very Good</b>
Leadership and management of staff and resources	5 - Very Good
<b>Children play and learn</b>	<b>5 - Very Good</b>
Playing, learning and developing	5 - Very Good
<b>Children are supported to achieve</b>	<b>5 - Very Good</b>
Nurturing care and support	5 - Very Good

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