

# Tree Tots Child Minding

Glasgow

**Type of inspection:**  
Unannounced

**Completed on:**  
11 February 2026

**Service provided by:**  
Tracey Tree

**Service provider number:**  
SP2012983245

**Service no:**  
CS2012306308

## About the service

Tracey Tree operates Tree Tots, a childminding service, from their family home in the Riddrie area of Glasgow.

The childminder is registered to provide a care service to a maximum of four children aged up to 16. Numbers are inclusive of members of the childminder's family.

The home is a ground floor flat where children have the use of the living room, playroom and bathroom. The childminder does not use the communal gardens.

The service is close to local amenities and public transport.

## About the inspection

This was an unannounced inspection which took place on Thursday 29 January 2026 between 10:30 and 13:00. The inspection was carried out by one inspector from the Care Inspectorate. There was one young child attending the service. The childminder had three children on her roll. We gave final feedback to the childminder by phone on 11 February 2026.

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/spent time with the child using the service
- received feedback from one parent who returned our questionnaire and another who sent us an email
- spoke with the childminder
- assessed core assurances including the physical environment
- observed practice and daily life
- reviewed documents.

**Key messages**

- The child was relaxed, joyful and had fun as they played.
- The childminder provided a good range of toys and activities that was easily accessible to the child. This encouraged child-led play and gave the child freedom to make choices. It helped build their confidence and nurtured their curiosity.
- The childminder, children and their parents had formed good relationships.
- The childminder had created a homely environment where children could play, relax and have fun.
- The childminder had undertaken a range of training which linked to the needs of the children as well as their own personal learning and development.
- The childminder should review and update their risk assessment documentation to make it more robust.
- To keep their knowledge up-to-date, the childminder should read the updated information on infection prevention and control from the Public Health Scotland website.

**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 play and learn	5 - Very Good
Children are supported to achieve	4 - 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 quality indicator as good, as several strengths positively impacted outcomes for children and clearly outweighed areas for improvement.

The childminder shared their vision, aims and values with parents during the settling-in process. This outlined how the service would operate and how parents and children could be involved in shaping the service. For example, the childminder aimed to "provide a safe, nurturing and home-from-home environment where every child feels valued, included and supported to reach their full potential." And to "work in partnership with parents to ensure consistency of care and to support each child's individual development."

The childminder had built positive relationships with families from the start. They used feedback to plan how they would meet the children's ongoing needs, wishes, and choices. We found that the childminder was experienced and confident in their role. They cared deeply about the children and families using their service. A parent told us:

"Tracey was amazing during [child's] settling in. [Child] took to her so easily ... she made sure to schedule days out in the park so [child] could get used to her. Meeting at her house. And corresponding through text and emails."

The childminder encouraged an ethos of learning through play. We saw that the child was happy, relaxed and joyful. They were fully engaged and had fun as they played in the homely, safe space. Nurtured and cared for in a gentle and kind manner by the childminder.

The childminder had identified areas for improvement through informal self-evaluation. They confirmed that they were still to develop more formal evaluation procedures. We also noted that the risk assessments needed to be reviewed and updated to reflect all aspects of the service (see area for improvement 1).

The childminder had, as part of their ongoing learning, undertaken a range of training. This included online child protection, first aid and food hygiene. Future training included an in-person paediatric first aid course planned for March 2026. This approach strengthened the childminder's skills and knowledge and improved the quality of children's experiences and outcomes.

The childminder valued parents' views and maintained regular contact with them. They used both formal and informal communication to share information. This approach allowed parents to influence the care their children received and ensured that their feedback shaped the experiences provided to their children.

The childminder supported children's learning and development by listening to them and observing their interests. They used these ideas to plan activities and outings. The childminder had built strong, positive relationships with children and families. This approach helped children feel confident and supported in their learning.

Overall, we found that the childminder had reflected on their practice and used training and best practice guidance to improve their service. The improvements focused on meeting children's individual needs and enhancing the service. The childminder had created a caring and responsive environment where children thrived.

A parent shared with us: "Tracey goes out of her way to get to know us as a family, and that's really important to us. We feel we've gained a friend."

### Areas for improvement

1. The childminder should continue to develop the range of risk assessments to make them robust and to cover all aspects of the childminding service.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: "My environment is secure and safe" (HSCS 5.19).

## 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 provided a service which put the children at the centre of what they did. The easily accessible toys and interesting activities were tailored to match the children's ages, developmental stages and interests.

The child confidently selected toys and games that interested and challenged them. They enjoyed building with Duplo and playing shops. They spent a considerable amount of time happily arranging their stuffed animals and dolls into boxes to sleep, covering them gently with blankets. They chatted and sang as they played putting teddy and toys to bed: "All sleeping. Big blanket. Night-night."

The child was fully involved in deciding what they wanted to do. They received lots of praise, warmth, cuddles and encouragement from the childminder.

The child had numerous opportunities to develop their language and literacy skills. Counting as they played shop, arranging the bricks and singing and chatting to the childminder as they helped put away toys before choosing others. This helped them learn numbers, shapes and colours. The child concentrated very hard to balance and arrange the sleeping toys in the sloping storage unit. They were happy and relaxed as they sat on the floor or on the childminder's knee for a quick cuddle. The child had fun and was confident in their play. They chatted to us in short phrases and excitedly showed us their toys. A parent told us: "The way Tracey cares for [child] is really inspiring to watch and we've actually learned a lot from her ..."

The childminder knew the child very well and understood what they enjoyed doing. They encouraged the child's independence through a range of interesting activities. The childminder sat on the floor with the child, speaking warmly to them, cuddling and praising them with phrases like "well done" and "good job." The child really enjoyed their play. The activities were chosen and led by the child. This included quiet and noisy play. These actions demonstrated that the childminder knew the child very well and genuinely cared for them.

The childminder did not use her garden. But ensured that the children had lots of opportunities for fresh air and physical play. They went regularly to parks and other places of interest. This showed us that they had interesting experiences within the home and community. A parent shared:

"Tracey likes to take [child] to soft play and the park, introducing [child] to different types of flowers, etc and long walks also."

Personal plans reflected each child's interests and needs. The childminder used this information to plan the next steps in the children's learning and to adapt activities accordingly. These were linked to the SHANARRI indicators (safe, healthy, achieving, nurtured, active, respected, responsible and included). The approach underpinned the care and support the childminder provided to the children. They kept records of the children's achievements and shared this information with families. The childminder confirmed that they would, if required, link with relevant agencies to support the children.

## Children are supported to achieve 4 - Good

### Quality indicator: Nurturing care and support

We evaluated this quality indicator as good, as several strengths positively impacted outcomes for children and clearly outweighed areas for improvement.

We found that the childminder had good processes in place which helped them get to know the families and children, as well as their individual needs and routines.

The child was very happy and relaxed. We saw they were engaged in a range of interesting activities and really enjoyed being with the childminder. The childminder was nurturing, loving, caring and kind towards the child. They praised and encouraged them, listened to and chatted with them, and played with them. The childminder understood the individual needs of the children in their care and responded to them positively. A parent told us:

"As for meeting [child's] needs, she was great. Tracey made sure to take a note of everything ... And we both keep each other updated ..."

The childminder kept parents involved by chatting with them at drop-off and pick-up and by staying in touch using mobile updates. This helped parents feel connected and celebrated their child's progress and achievements.

The childminder had a medication procedure in place which helped ensure she stored and administered medication safely for the children in her care. We emailed them a copy of Management of medication in daycare of children and childminding services, updated in July 2025, as they did not have the most recent version.

We viewed a range of information that made up each child's personal care plan. This helped the childminder support the children and take account of their needs, wishes and choices. Parents were involved in reviewing and updating their child's plan. Regular information sharing between the childminder and parents helped keep the children's individual needs up-to-date.

"Tracey has been amazing for [child's] development, and we can't believe how well they are coming on with their words, singing songs and their manners! They love saying thank you to everyone, which makes us laugh."

The childminder understood the importance of sleep and rest for children's development and wellbeing. They followed safe sleeping practices which helped keep children safe. Regular discussions with parents about their child's sleep or rest supported each child's needs and respected the family's wishes.

We saw that the child was relaxed and happy while eating their snack. The childminder had completed online first aid and food hygiene training. This helped her keep children safe when having food or drinks. The child sat at the table which helped prevent them from choking while eating. We discussed the seating arrangements and the childminder confirmed, by email, that they had purchased a booster seat. This improvement will provide extra support to the child while sitting at the table.

We observed good handwashing procedures were in place. And the childminder had appropriate personal protective equipment. These approaches helped her to support good infection prevention and control practices. To keep her knowledge up-to-date, the childminder should download and view the updated information on infection prevention and control from the Public Health Scotland website - Health protection in children and young people settings, including education: <https://publichealthscotland.scot/publications/health-protection-in-children-and-young-people-settings-including-education>

## 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>4 - Good</b>
Leadership and management of staff and resources	4 - 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>4 - Good</b>
Nurturing care and support	4 - Good

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