

Sunshine Childcare Child Minding

Glasgow

Type of inspection:
Unannounced

Completed on:
25 February 2026

Service provided by:
Candice Phinn

Service provider number:
SP2024000586

Service no:
CS2025000061

About the service

The service is provided from the childminder's family home situated within a quiet residential area of Uddingston. The service is registered to provide care for a maximum of six children at any one time under the age 16, of whom no more than three are not yet attending primary school and of whom no more than one is under 12 months.

An assistant was registered to support the childminder in the service. When they are present the service may accommodate six children not yet attending primary school, of whom no more than two are under 12 months. Numbers are inclusive of the childminder's family/household.

Children have access to a comfortable living room, dining kitchen and downstairs bathroom. There is a safe, enclosed rear garden for outdoor play. The service is close to local amenities such as, shops, schools and parks.

About the inspection

This was an unannounced inspection which took place on 24 February 2026 between the hours of 09:10 and 12:10. Feedback was given to the childminder and assistant on 25 February 2026.

The inspection was carried out by two inspectors from the Care Inspectorate.

This was the service's first inspection since registration in February 2025. During our inspection there were six children present.

To prepare for the inspection we reviewed information about this service. This included registration information and information submitted by the service.

In making our evaluations of the service we:

- spoke with children using the service
- reviewed electronic feedback from 10 families
- spoke with the childminder and assistant
- observed practice and daily life
- reviewed documents
- assessed core assurances, including the physical environment.

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 in relation to core assurances.

Key messages

- Warm, respectful and nurturing relationships supported children to feel safe and secure in the setting.
- The childminder was committed to improving the quality of the service to benefit children and their families.
- Children were cared for in a safe, homely environment.
- Children were relaxed, confident and having fun.
- Children's play, learning and development were enriched through experiences in the local and wider community.
- The setting should ensure regular handwashing is taking place to protect children's health and wellbeing.
- The childminder should continue strengthening approaches to quality assurance to support children's health and wellbeing.

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 thrive and develop in quality spaces	4 - 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 4 - Good

Quality indicator: Leadership and management of staff and resources

We evaluated this quality indicator as good, where there were important strengths within the setting's work and some aspects which could benefit from improvement.

The service had created clear aims and objectives as part of their registration with Care Inspectorate. We found these reflected in the ethos and practice of the service. For example, providing a safe, homely environment where children feel safe, secure and relaxed, and learn and develop through play. The childminder shared these with parents prior to children starting. This supported parents understanding of the care provided and helped them choose a service that was right for them and their child. As the service had now been operational for one year we suggested aims and objectives could be reviewed with children and families. This would provide them with the opportunity to share what was important to them and ensure they were meaningful to families.

The childminder and assistant were committed to improving the quality of the service to benefit children and their families. They engaged well with the inspection process and were receptive to feedback and discussions to support improvement. Some self-evaluation had been taking place through professional discussions. This had helped identify areas for development to create a service improvement plan. While this was in the early stages, we acknowledged it had potential to support good outcomes for children. The service had recognised there was scope to develop a more formal approach to self-evaluation. We advised the use of Care Inspectorate's quality framework for childminder's would support them to identify what is working well and what could be improved. We were confident positive engagement with the new framework would lead to improvements within the service.

Parent's and children's views were important to the service. Suggestion cards and daily conversations meant parents could naturally influence the care provided. We saw that children were listened to, and their ideas and interests were used to influence activities which supported their learning and development. We advised consultation could be further extended through recording parents and children's views, suggestions and ideas and actions taken from these. This would allow them to see how their voice had helped shape the service.

Some quality assurance processes were in place such as, monitoring accidents and children's observations. We found improvements could be made to ensure a more robust approach to monitoring and auditing of key aspects of the service, such as, personal plans. This would support the childminder to ensure that information essential to children's health and wellbeing is accurately recorded and updated in a timely manner.

The childminder was new to their role and worked closely with the SCMA (Scottish Childminding Association) to develop a good understanding of their professional responsibilities. We signposted them to the Care Inspectorate Hub for further guidance and information that would support the delivery of a quality childminding service.

The childminder's mother in law was employed as an assistant within the service and played a key role in children's care and experience. The childminder understood the importance of training for themselves and their assistant to support their continuous development of professional skills and knowledge. Both

completed training such as, child protection and paediatric first aid to ensure children's safety and wellbeing were protected. We suggested the use of the National Induction Resource would further support both their professional development within their roles.

Children thrive and develop in quality spaces 4 - Good

Quality indicator: Children experience high quality spaces

We evaluated this quality indicator as good, where there were important strengths within the setting's work and some aspects which could benefit from improvement.

The childminder created a warm, welcoming home where children and families were valued and respected. The areas used by children were clean, tidy and comfortably furnished. Soft furnishings helped create a cosy and homely feel, helping children feel safe and secure. Parents agreed and told us, "my [child] doesn't like to not be with me but loves being with [the childminder] and [the assistant]. It's a home from home setting" and "my child is thriving. The environment is very child friendly and relevant safety procedures are in place. I feel very comfortable with my child attending."

Indoor and outdoor areas offered spaces where children could safely, play, eat, rest and relax. Environments contained a range of age appropriate toys that were easily accessible to promote children's play choices. A selection of books, mark making materials, games and small world toys supported children's literacy and numeracy skills. We suggested the addition of more natural materials would further support children's inquiry, curiosity and creativity. Children's imaginative play was supported through, a play kitchen, and baby dolls. Children were deeply engaged in caring for baby dolls and enjoyed changing their nappy and taking them walks in the pram.

Outdoors promoted opportunities for exploration and sensory play through a water wall and tactile sensory wall. Children's physical skills and development were supported through large equipment such as balls, scooters and a slide. Parents spoke positively about the garden and told us, "the kids have access to an enclosed garden which has a range of activities. There is a sensory wall and this has a water feature the kids all love."

Overall the environment was clean, tidy, well maintained and safe. The childminder carried out visual checks before children arrived and throughout the course of the day to help keep children safe. For example, rubber mats had been placed on the patio to stop children falling as the paving was slippery because of the rain. We suggested the addition of more formal risk assessments would support a more robust approach to assessing risk. The childminder agreed and was committed to taking this forward.

Some infection prevention and control practices were well established and routinely taking place. This included, safe food preparation, toys and equipment being cleaned regularly and protective equipment was used when supporting children's personal care. We observed the childminder regularly washing their hands, however handwashing wasn't taking place for children. We discussed how this could compromise children's health through the spread of infection. The childminder agreed to establish regular handwashing routines at key times for children. We were confident this would be taken forward and children would be supported to learn good handwashing habits.

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. They were confident in exploring the environment and leading their own play and learning. Children's play cues were responded to and facilitated. For example, children were interested in using blankets to hide. There was lots of laughter, joy and excitement as they hid under blankets and the childminder lifted the blanket in the air. This supported children to feel respected and contributed to deep levels of engagement in play.

Children were able to access a varied range of resources that were developmentally appropriate and supported free choice. These resources were displayed attractively around the room when children arrived. Parents spoke very positively of play opportunities for their children. Some of their comments included:

"My child loves going to Sunshine Childcare. [The childminder] and assistant do an excellent job that let's them play, but also cultivates a strong learning environment. I have no doubt it has aided their development."

"The kids are taken on trips to the local parks and library. There is lots of fun things within the setting that my [child] loves to take part in. They enjoy the home corner and music baskets."

Children's language, literacy and numeracy development was being promoted naturally through conversations, interactions and activities. Resources supported opportunities for sharing stories, mark making, singing songs, and matching and counting. The childminder and assistant were skilled in modelling language and interpreting children's message. This supported children's language development and sent them the message, their voice mattered.

The childminder and assistant were skilled in extending children's thinking through questions, comments and conversation. They played alongside children and sensitively engaged where needed, to extend children's learning. They asked age appropriate questions to encourage children to think for themselves, solve problems and gain excitement for learning. Children were supported to work together to build a road and ramps for cars. This supported positive relationships and helped build friendships between children.

Planning was mainly child led and responsive to children's needs and interests. Children's learning was being monitored and tracked through observations. The information gathered was used to identify next steps and plan experiences that supported each child's individual development and progress. Children's learning was being shared with parents through daily conversations, daily diaries, and photos on a secure social media platform. 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 and assistant's care. They experienced warm and nurturing interactions which supported them to feel safe, secure and loved. The childminder and assistant knew children well and were attuned to their needs. Hugs, gentle touch and words of reassurance supported positive attachments between children and the adults caring for them. Parents valued the care their children experienced. Some of their comments included:

"I am very happy with the care my [child] receives as the girls always go above and beyond. I can't thank the girls enough. It makes me feel relieved when I drop my [child] off and [they] runs to the girls with open arms."

"My child is happy, safe and well cared for. They have a really good bond with the childminder and settles well, which gives me lots of reassurance."

"My child feels cared for, safe, relaxed and comfortable as if they are at home. It's a true home from home service."

Personal plans were created in partnership with parents and contained information which supported children's individual needs. We advised plans could be further strengthened with the addition of an allergy risk assessment and action plan for children with allergies. This would ensure there is a clear written record of procedures to follow and action to take in the event of an allergic reaction. The childminder shared that parents were very good at sharing information about their child's care needs on an ongoing basis through daily discussions. This supported the childminder to consistently meet children's current needs. We advised the childminder to record any significant changes that parents verbally shared. This would ensure plans contained a record of how children's needs were met through times of change.

Snack time was a relaxed and unhurried experience for children. The childminder was knowledgeable of children's allergies and catered to children's individual dietary needs. This helped keep children safe. Children's independence skills were supported through opportunities to help with tasks such as setting the table and passing out plates of food and cups to their friends. Children sat at a child size table and chairs that enabled all children to sit together and interact with each other. Adults were occasionally occupied with tasks that reduced supervision and limited opportunities for social interaction and communication. We advised the childminder that establishing clearer communication to share tasks would enable both them and the assistant to deploy themselves more effectively. This would support consistency in supervision and further enhance children's social experience at meal times.

Transitions were carefully planned using a collaborative approach to support the wellbeing of children and families. Visits and settling sessions were arranged to establish relationships prior to the placement beginning. Children's individual needs were carefully considered and strategies were in place to support their individual needs to support positive transitions at key times of the day. 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

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Leadership and management of staff and resources	4 - Good
Children thrive and develop in quality spaces	4 - Good
Children experience high quality spaces	4 - 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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Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

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