

# Murray, Aileen Child Minding

Glasgow

**Type of inspection:**  
Unannounced

**Completed on:**  
13 March 2026

**Service provided by:**  
Aileen Murray

**Service provider number:**  
SP2003909882

**Service no:**  
CS2003020143

## About the service

Aileen Murray is registered to provide a care service to a maximum of 6 children at any one time under the age of 16. Of whom a maximum of 6 will be under 12. Of whom no more than 3 are not yet attending primary school and of whom no more than 1 is under 12 months. Numbers are inclusive of children of the childminder's family. Four children were in attendance on the day of our inspection.

The childminding service is located in the area of Eaglesham, East Renfrewshire. The service is close to local schools, parks and other amenities. Children are cared for in a lounge, dining room, and upstairs bathroom. Children also have access to an enclosed rear garden on the property.

## About the inspection

This was an unannounced inspection which took place on 10th March 2026, with feedback given on the 13th March 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 people using the service
- Gathered feedback from five families through online questionnaires
- 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 the core assurances.

As part of this inspection, we undertook a focus area. We have 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 an organised and purposeful approach to evaluating and developing their service.
- The childminder presented as a reflective and motivated practitioner with very good capacity for change.
- Children were having fun and fully engaged in the range activities organised by the childminder.
- The childminder demonstrated a strong understanding of child development and provided personalised, effective support tailored to each child's individual needs.
- Children experienced warm, nurturing care from the childminder, who consistently interacted with kindness, patience, and compassion.
- The childminder should review the after school snack routine and their process for updating personal plans.

**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	4 - 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, focused on delivering high quality care and achieving positive outcomes for children. The vision, values and aims were evident in daily practice and the childminder embraced a nurturing approach to their role. Their commitment to improvement was evident through the continuous use of the Care Inspectorate quality indicators to guide reflection and service development. The childminder demonstrated an organised and purposeful approach to evaluating and developing their service.

The childminder engaged in ongoing reflection and showed a strong understanding of their strengths and the areas requiring further development. Self evaluation activities were used meaningfully to inform an improvement plan, highlighting the childminder's commitment to maintaining and enhancing quality within the service.

Children's and family's views were actively sought to support evaluation and improvement plans. Families were kept well informed, through face-to-face discussions and WhatsApp communication, which shared both service information and details of children's daily experiences. One parent told us the childminder "regularly asks for feedback and keeps us up to date with our child's day." Children's views were collected through questionnaires, informal consultations, and daily interactions. There was scope to further embed children's views within the improvement plan to clearly demonstrate how their feedback influenced and shaped changes to the service.

Policies and procedures were in place and covered key areas such as child protection, medication, and data protection. Some policies, such as medication, required updating to remain aligned with current guidance. We found the childminder welcomed this feedback constructively.

The childminder presented as a reflective and motivated practitioner with very good capacity for change. They demonstrated a strong commitment to professional growth and to ensuring the service continued to evolve in line with children's needs and best practice guidance. This reflective approach supported the delivery of consistent, high quality experiences for children. One parent told us, "I can talk to the childminder about anything...they are always responsive and kind."

The childminder actively engaged in ongoing professional learning and completed all mandatory training, such as child protection and first aid, to ensure their knowledge remained current. Ongoing learning opportunities were also accessed through the Scottish Childminding Association (SCMA), including training linked to understanding child development and child led planning. Learning from completed training was thoughtfully reflected upon and used purposefully to guide professional practice. This ensured children received care and support from a trained, competent, and skilled childminder.

Strong links with other childminders provided opportunities for collaboration, sharing of good practice and professional dialogue. This collaborative approach further strengthened the quality of the service and contributed to improved outcomes for 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 meaningfully and actively involved in leading their play and learning on the day of inspection. There was lots of laughter as they explored matching activities with pom poms and coloured tubs. Children demonstrated high levels of engagement through a balance of spontaneous, child initiated experiences and opportunities planned by the childminder. The childminder encouraged children's play by sitting at their level, encouraging problem solving and extending their thinking through effective questions. This responsive approach supported children's learning, development, and curiosities.

The childminder demonstrated a strong understanding of child development and provided personalised, effective support tailored to each child's individual needs. This depth of knowledge was reflected in the high quality interactions and well considered experiences offered to children on the days they attended, which enriched children's play, supported their progress, and contributed positively to their overall learning and development.

The childminder planned the daily routine around the individual needs of the children, ensuring flexibility and a supportive environment. The childminder thoughtfully planned activities that offered an appropriate balance between time spent in the home environment and opportunities to explore the local community. Activities and resources were carefully considered to support children at different developmental stages, offering a blend of engaging and appropriately challenging experiences. One parent told us, "The childminder makes sure my children get out and do a variety of activities" Another told us, "My child enjoys all of the varied activities and days out."

Planning was child centred and strongly influenced by children's interests and experiences. As a result, outcomes for children were positive, with progress recognised by the childminder and valued by families. Children's ideas were gathered weekly and recorded on a planning board, ensuring their suggestions influenced the resources and activities available during future sessions. The childminder actively involved children in planning experiences, helping them feel valued and promoting ownership of their learning. This enabled children to play and learn at their own pace. One parent told us the childminder "encourages the children to make suggestions for activities, different parks, and excursions."

Observations of children's learning and development were meaningful, ongoing, and used effectively to inform next steps for each child. The childminder confidently shared activities they had organised to support children's individual next steps to support them to grow and achieve. Monthly observations, including photographs and detailed descriptions of developing skills were shared with families to celebrate progress and maintain strong partnership working.

Each child had an individual development plan with clearly identified next steps, which were reviewed with families every six months to ensure they reflected children's evolving needs. This approach supported continuity of learning and helped ensure that planned experiences remained relevant and developmentally appropriate. One parent told us, "The childminder always provides a plan at the start of the session, and we have the opportunity to discuss things that we want our children to be supported with." Another told us, "We regularly discuss my children's personal development needs."

## Children are supported to achieve 4 - Good

### Quality indicator: Nurturing care and support.

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.

Children experienced warm, nurturing care from the childminder, who consistently interacted with kindness, patience, and compassion. By engaging at the children's level and responding intuitively to their verbal and nonverbal cues, the childminder had built strong, trusting relationships. The children present were relaxed and confident, seeking comfort, songs, stories, and cuddles, which demonstrated that they felt secure and loved in the childminders care. One parent told us, "The childminder is very kind, calm and fun."

Care routines were flexible and adapted to meet individual needs and preferences. Throughout the visit, children were observed to be happy, confident and well supported. Predictable routines and the childminder's calm, reassuring interactions helped children feel safe and enabled them to regulate their emotions, explore their surroundings, and participate fully in daily experiences. One parent told us, "The childminder is a genuinely caring and calm person who has a special connection with my child...they feel safe and has all of their needs met when with them." On the day of inspection, we observed children sleeping in buggies, which was in line with the childminders sleep policy. We discussed with the childminder revisiting Safe Sleep Scotland information.

Water was available for children throughout the day to ensure they remained hydrated. Families provided all snacks and meals for children. We asked the childminder to review the after school snack routine, as we observed children eating snacks, while sitting on the floor, watching television. A more homely, and sociable mealtime environment would help promote positive eating habits and healthy routines in line with Setting the Table guidance.

Each child had a personal development plan outlining their individual needs, learning and development, with appropriate next steps clearly identified. These plans were completed with and signed by parents, ensuring a shared understanding of children's progress. To streamline information gathering and ensure updates remain current, we asked the childminder to review the "All About Me" information at least every six months, or to use it as a live document that reflects children's evolving needs as they happen. This would align the childminders practice with legislative requirements and a Guide for Providers on Personal planning.

Personal care was carried out safely and respectfully, maintaining children's dignity and comfort. The childminder followed good hygiene practices, using appropriate personal protective equipment (PPE) and encouraging children to wash their hands regularly.

Relationships with families were strong, respectful, and meaningful. The childminder worked in partnership with parents, valuing their contributions. Their welcoming and caring approach helped families feel comfortable and encouraged open communication. As a result of these positive connections and collaboration, children and families felt valued and cared for. One parent told us, "The childminder has been a constant and positive presence in my child's life." Another parent told us, "They are a fabulous childminder, and I am lucky to have them."

## 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

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	4 - Good
Nurturing care and support	4 - Good

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