

Sherry Babies Childminding Child Minding

Glasgow

Type of inspection:
Unannounced

Completed on:
13 March 2026

Service provided by:
Emma Sherry

Service provider number:
SP2024000108

Service no:
CS2024000176

About the service

Sherry Babies Childminding operates from the family home in the Govan area of Glasgow. The service is registered to care for a maximum of six children at any one time up to 16 years of age, of whom no more than three are not yet of an age to attend primary school and of whom no more than one is under 12 months. At the time of the inspection there were three children being cared for.

Children have access to the living room, kitchen, downstairs toilet, and a secure and spacious enclosed garden for outdoor learning.

The service is close to schools, parks, public transport links and community services.

About the inspection

This was an unannounced inspection which took place on 10 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 the children attending the service
- Reviewed feedback from two parents and carers whose children attend the service
- Observed practice and interactions with children
- Reviewed documents
- Spoke with the childminder and the assistant

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

- The childminder should continue to build on their self-evaluation and improvement planning to further enhance their service.
- Children were cared for in a warm, welcoming and well-maintained environment.
- Children benefited from a variety of outdoor experiences and exploration of the local and wider community.
- The childminder and assistant interacted with the children in a fun, warm and loving way.
- Children accessed a variety of resources indoors and outdoors to support their play, learning and development.
- Positive feedback from families highlighted the care and support the children receive from the childminder and assistant.
- The childminder had developed strong positive 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	4 - Good
Children thrive and develop in quality spaces	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 4 - Good

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.

Quality indicator: Leadership and management of staff and resources.

Since registration, the childminder developed systems that improved children's health, safety and wellbeing. The childminder and assistant showed strong commitment to provide quality care and responded positively to feedback. This supported children to experience safe, nurturing and consistent care.

The childminder created clear aims and objectives that were embedded in the service. Observed practice showed a warm, nurturing environment that supported children's emotional wellbeing. Children experienced quality learning indoors and outdoors, which widened their skills and confidence. They also enjoyed fun, engaging activities that encouraged curiosity and creativity. We discussed with the childminder that involving children and families in reviewing these would help families feel included in shaping the service. This approach would ensure that their views and ideas were valued and support positive relationships.

The childminder used a mostly informal approach to self evaluation, which included discussions with the assistant about improving the service including the outhouse in the garden. The childminder had recorded their reflections on areas such as the environment, communication and outdoor experiences. This showed a clear commitment to strengthening practice to support children's wellbeing and learning. To enhance the service further, the childminder should involve children and families in self evaluation to gather feedback that informs decisions and promotes continuous improvement.

The childminder had informal auditing and monitoring systems in place to support children's health and welfare. Regular reviews of children's personal plans and risk assessments showed the childminder understood the need for up to date and relevant documents. This helped ensure children received consistent and safe care. Although no children required medication and only a small number of accidents occurred, we discussed adding medication, accidents and incidents to the monitoring systems. This would help identify patterns and ensure medication was managed safely and in line with best practice guidance. It would also further protect children's wellbeing and formalise quality assurance processes.

The childminder employed one assistant to support delivery of the service. Although the assistant was a family member, the childminder ensured they received a clear and supportive induction. Time was given to help the assistant understand risk assessments, daily routines and relevant policies. The childminder also developed a safe recruitment policy, which showed families that the assistant had been appropriately vetted and was suitable to care for children. This strengthened children's safety and promoted consistent practice.

Both the childminder and assistant had completed core training that supported children's safety and wellbeing. This included child protection, food hygiene and first aid training. The childminder also shared relevant training materials with the assistant. We discussed that offering further training linked to play and child development would strengthen the assistant's knowledge and enhance the quality of experiences for the children.

Children thrive and develop in quality spaces 5 - Very Good

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.

Quality indicator: Children experience high quality spaces.

Children were cared for in a welcoming, warm, clean and well maintained environment. They had access to the living room, kitchen, downstairs toilet and the enclosed rear garden. The childminder used these spaces well, and each area supported children's play, learning and development. Play spaces were thoughtfully laid out so children could access them freely and explore at their own pace. This helped children feel comfortable, confident and secure in the setting. A parent commented, "The home is clean, organised and thoughtfully set up to ensure the children's safety at all times. It is clear that they take great care in maintaining a space that is both welcoming and secure."

The childminder offered well maintained, age appropriate resources that met each child's needs and interests. They included books, puzzles, sensory toys, a dolls' house, a ball pit and a well equipped home corner. Children acted out real life situations in the home corner, which strengthened confidence and social understanding. The varied resources promoted physical development through movement and play. They also encouraged imagination, problem solving and early thinking skills, which supported children's learning.

The children benefited from a childminder who understood the importance of outdoor play and learning. The children had daily access to a well maintained, safe and secure garden equipped to promote learning. The garden included a variety of surfaces and spaces including astro turf, decking, a table and chairs and a bench for children to relax on. There was opportunity for children to take part in physical play using a slide, seesaw and small trampette. These resources also encouraged risky play where children could assess and manage risk in a safe supervised space. The mud kitchen encouraged curiosity, counting and language skills. The garden supported children to be active and enjoy fresh air regularly.

The childminder further enhanced the children's outdoor experiences by exploring the wider and local community. The children visited a soft play area weekly along with other childminders and their children. This supported social skills and confidence and built positive relationships with other children. The children regularly attended Bookbug sessions in the library along with visits to local parks and shops. These outings enriched learning and supported children to feel included and connected to their local area. One parent shared, "They makes sure the children spend time outside in a safe and stimulating environment, whether that's in the garden, on walks, or exploring local parks. Outdoor play is clearly an important part of their daily routine."

The childminder had well embedded infection prevention and control measures in place throughout the home. They cleaned the environment regularly to maintain a hygienic space for children. Children were encouraged to wash their hands after nappy changes and used individual towels for drying. This approach supported good hand hygiene habits and reduced the risk of cross contamination. These measures helped keep children safe and promoted their health and wellbeing.

Risk assessments were in place for all areas of the childminder's home that children accessed. The childminder also completed risk assessments for regular outings and community visits. These assessments clearly identified potential hazards and the steps taken to reduce risks.

The childminder updated them regularly to ensure they remained accurate and reflected any changes in the environment. This approach supported children's safety and gave them confidence to explore their surroundings.

Children's personal information was stored in line with best practice guidance and legal requirements. The childminder was registered with the Information Commissioner's Office (ICO), which ensured they understood their responsibilities for data protection. They stored all information safely and securely, protecting children's privacy and keeping their data confidential. This approach supported children's rights and helped maintain families' trust.

Children play and learn 5 - Very Good

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.

Quality indicator: Playing, learning and development.

The children were happy and engaged in their play, which showed they felt secure and confident. They explored the resources at their own pace and received support from the childminder when needed. One child explored the ice cream parlour independently but looked to the childminder for interaction at different points. The childminder responded appropriately, demonstrating a clear understanding of when to step in and when to step back. This approach supported children's independence while ensuring they felt included and emotionally supported.

The childminder showed a strong understanding of how children played, learned and developed. They used theory in daily practice to support children's progress. They provided a range of sensory experiences, recognising that younger children learned through their senses. For example, sand and water play and exploring different textures of food such as noodles and pumpkins. They also planned experiences linked to schemas, showing awareness that these patterns of behaviour supported early learning. This informed approach helped children develop skills and engage in meaningful play.

The childminder was consistent and responsive in their interactions throughout the inspection. They supported children's numeracy and literacy development through meaningful conversations and interactions. They commented and narrated during play, repeated words and named objects to build understanding. They also counted and named colours, which strengthened early language and thinking skills. This approach helped children develop confidence and deepen their learning in a natural and engaging way.

Children were at the centre of planning, and there was a good balance of intentional and child led experiences. The childminder involved older children by encouraging them to share their ideas and interests. Younger children's needs shaped planning through observations and discussions with families. The childminder used this information to create rich and engaging experiences based on children's interests. One parent commented, "They plan thoughtful activities that support his learning and development, but they also make everything fun and engaging. They puts so much effort into making each day special." During the inspection, they explained that two children were interested in wheels and cars, while another enjoyed messy play. This was supported through an exploration tray where children washed dirty tractors, which encouraged the children to be curious, excited, and fully engaged in their play.

The childminder recorded children's learning, achievements and successes in floor books. These were linked to theory and showed the experiences children had taken part in. Children's voices were included through drawings and scribed comments, which captured their views and interests. The childminder also shared children's progress with families through a secure online platform. Sharing daily morning and afternoon updates. This helped families stay connected to their child's learning and supported strong relationships between home and the setting.

Children are supported to achieve 5 - Very Good

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.

Quality indicator: Nurturing care and support.

The children were happy and settled in the childminder's care, and fun, laughter and giggles were seen during their interactions, which showed they felt relaxed and secure. The childminder and assistant were warm, kind and loving in their interactions. They offered cuddles and reassurance when the children noticed someone new in their play space and when a child woke from a nap. They responded consistently to the children's needs, which showed that strong, trusting relationships had been formed. This approach supported children's emotional wellbeing and helped them feel secure, relaxed and confident in the setting.

Through discussions with the childminder and assistant, it was clear that they knew the children well and had built strong, meaningful relationships with the children and their families. They confidently described each child's individual needs and how these were supported and met showing genuine care for the children in the service. One parent commented, "Knowing that my child is cared for by not just one, but two incredible, nurturing adults gives me complete peace of mind."

Personal plans were in place for all children and included information such as GP details, emergency contacts and medical needs. Parents reviewed and updated these regularly. The childminder also kept children's likes, dislikes and routine changes current, which supported consistent and responsive care. The childminder and assistant shared clear examples of how they supported individual children's needs. We discussed adding these supports and strategies to their personal plans to strengthen them further. This would ensure children's needs were recognised quickly and met in ways that promoted their wellbeing and development.

Personal care routines were carried out in a calm, caring and loving way. The childminder and assistant asked the children's permission before nappy changes, which showed that they respected them. The children's dignity and privacy were protected throughout. These routines were used to develop communication, as the childminder and assistant chatted with the children during each change. This supported trusting relationships and helped children feel valued, safe and understood.

The children were provided with home cooked, nutritious meals prepared by the childminder. These meals were developed with parents and reflected best practice guidance and the children's preferences. Mealtimes were calm, relaxed and unrushed, giving the children time to enjoy their food. The childminder and assistant ensured that an adult supervised the children at all times to support safety and encourage conversation. This approach made mealtimes sociable and helped the children develop positive eating habits and social skills.

Children's sleep routines were respected, and the childminder and assistant responded to individual cues and adapted sleep times to support them. For example, when one child became restless after lunch, the childminder and assistant agreed the child was tired and ready for a nap. Parents commented, "My child naps so well with them, and they have been extremely helpful with adjusting his naps as he's gotten older." and "They are very attentive to his cues and recognise when he may be tired or simply need some quiet time. I feel confident that his routine is respected." Children had the opportunity to rest and sleep, and had individual sleep mats, travel cot and their own bedding. We discussed updating the sleep policy and sharing information with parents to promote the safest sleep practices including avoiding sleeping in prams. This approach would further support children's wellbeing and ensure their safety during rest times.

The childminder further strengthened relationships with families by offering regular opportunities to discuss each child's progress and needs. This was supported through daily conversations at drop off and pick up, updates shared through the messaging app, and more formal reviews of personal plans. This approach helped families feel informed and involved, and ensured children received consistent support across home and the setting. Parental feedback included, "Communication between us is excellent they keep me informed about my child's day, their development and any little updates, which gives me complete peace of mind." and "They value my input as a parent and genuinely listen to my thoughts, routines and preferences. I feel that we work together as a team, with open communication and shared goals to support my child's growth and wellbeing."

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	4 - Good
Leadership and management of staff and resources	4 - Good
Children thrive and develop in quality spaces	5 - Very Good
Children experience high quality spaces	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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