

Niema Faisal Child Minding

Glasgow

Type of inspection:
Unannounced

Completed on:
19 March 2026

Service provided by:
Niema Awadelkarim

Service provider number:
SP2023000222

Service no:
CS2023000340

About the service

The childminder provides the service from their home on the first floor of a high rise flat in the Scotstoun area of Glasgow.

The service is registered to provide a care service to a maximum of six children at any one time up to 16 years of age, of whom no more than six are under 12 years, of whom no more than three are not yet attending primary school and of whom no more than one is under 12 months.

Numbers include the children of the childminder's family/household. At the time of the inspection there were two children present.

Children are cared for in the lounge and dining room. The accommodation consists of kitchen and toilet facilities. The service is close to schools, transport routes, shops and community services.

About the inspection

This was an unannounced inspection which took place on 17 March 2026. The inspection was carried out by two inspectors from the Care Inspectorate. To prepare for the inspection we reviewed information about this service. This included registration information, information submitted by the service and intelligence gathered since registration.

In making our evaluations of the service we:

- spoke with children attending the service
- reviewed feedback from three parents and carers whose children attend the service
- observed practice and the childminders interactions with children
- spoke with the childminder
- 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, improvements were identified relating to core assurances. We have reported where improvement is necessary within the 'Children thrive and develop in quality spaces' section of the report.

Key messages

- The childminder was committed to ongoing professional development.
- Self-evaluation processes could be developed to support continuous improvement of the service.
- We identified improvements that would support children's comfort and wellbeing.
- Children were settled, happy and engaged in play.
- Regular community visits enriched children's experiences.
- The childminder had developed and maintained strong relationships with children, parents 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	4 - Good
Children play and learn	4 - 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

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 childminder's vision, values, and aims were clearly reflected in practice. Observations demonstrated the childminder provided nurturing and inclusive care. A range of indoor and outdoor play experiences was available and individualised planning effectively supported children's learning and progression. This created a positive and enabling environment that promoted children's overall wellbeing and development. To further strengthen the service's vision, values, and aims, the childminder could review these in consultation with children and families. This would help ensure they continue to reflect the needs, priorities and aspirations of those using the service.

The childminder maintained a daily diary to record the children attending the service each day. We discussed how introducing a formal attendance register would further enhance the safety, accountability and reliability of attendance information. The childminder agreed and we were confident this improvement would be implemented.

The childminder was new to childminding and since registration, had engaged in an informal process of self-evaluation. They had identified both strengths within the service and areas where further development would be beneficial. This reflective approach had resulted in the introduction of regular outdoor play opportunities to enhance children's wellbeing, learning, and development. In addition, the childminder had created a dedicated creative area to support children's malleable and arts and crafts experiences. These developments demonstrated a positive start to self-evaluation and reflected a clear commitment to continuous improvement.

The childminder could formalise their self-evaluation processes and develop a clear improvement plan. This would support a more strategic approach to continuous improvement and enable the childminder to effectively measure the impact of changes on outcomes for children and their families.

The childminder had made a positive start in involving families in self-evaluation. They had developed parent questionnaires to distribute to families to gather feedback on the service and support continuous improvement. This demonstrated a commitment to involving families in shaping the service. To strengthen this further, the childminder could also consult children in meaningful ways, ensuring their voices inform improvement planning and promote their sense of ownership within the service.

The childminder demonstrated a commitment to ongoing professional learning and development. They actively engaged in opportunities to refresh and enhance their skills, knowledge and understanding. This approach contributes to keeping up to date with best practice and supports children's health, safety, wellbeing and their play and learning.

Policies and procedures were in place and had been reviewed showing the childminders commitment for these to reflect the service being provided and in accordance with current guidance. This supported consistency, safety and quality experiences for children. During discussions with the childminder, we suggested enhancements to some policies to further strengthen practice. The childminder was receptive to this feedback and agreed to implement the developments. We were confident these would be taken forward.

Children thrive and develop in quality spaces 4 - Good

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's home was clean, bright, safe and secure. This supported children's health, safety and wellbeing. Parents told us, "The room is clean and safe" and "I've seen the place and it looks well maintained for the children."

Many infection control practices promoted a safe environment for children. For example, environments were clean and soap and individual paper towels were available for handwashing. However, both children and the childminder needed to wash their hands consistently to prevent the potential spread of infection. We were confident this would be taken forward.

The childminder used their lounge area for children's care, play and learning. A cosy and comfortable environment was created through the use of couches and chairs, offering children inviting spaces to relax and rest throughout the day. A table and chairs were also available to support a range of activities and to provide a suitable place for mealtimes. The dining area was used as an extension to the main play space, offering additional opportunities for exploration, including malleable and creative experiences.

Children benefited from visiting local parks in the community where children spent time being active in the fresh air. This was also an opportunity for children to explore the natural environment and supported their physical development, health and wellbeing. Community visits to the library and toddler groups enriched learning experiences, encouraged confidence and a sense of belonging within their community local.

Risk assessments of the home were in place. We could see they supported the childminder to identify potential hazards and put measures in place to reduce risks. This helped to minimise accidents and injury to keep children safe. During our discussions, we suggested that the childminder give further consideration to risks associated with free flow areas and access to the kitchen. For example, installing a child safety gate would support effective supervision and enhance children's safety during food preparation. The childminder was receptive to this feedback. We were confident these would be taken forward.

Although heating systems within the home were operational, we identified temperatures in the lounge area did not always support children's comfort. The childminder should continue to monitor the temperature throughout the day and respond appropriately as conditions change to promote children's comfort and wellbeing. As this has the potential to compromise children's comfort and wellbeing, we have made an area for improvement (see area for improvement 1).

Children were provided with water to keep refreshed and hydrated supporting their health and wellbeing.

Areas for improvement

1. To support children's comfort and wellbeing, the childminder should ensure that all indoor environments used by children are maintained at a suitable temperature. This should include, but not be limited to, implementing effective systems for regularly monitoring and regulating room temperatures to ensure a warm and comfortable environment.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS), which state that, 'My environment has plenty of natural light and fresh air and the lighting, ventilation and heating can be adjusted to meet my needs and wishes' (HSCS 5.19).

Children play and learn 4 - Good

Playing, learning and developing

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 were observed to be happy and engaged in play experiences and having fun. The childminder interacted with children offering consistent support and encouragement. They attentively responded to both verbal and non verbal cues, demonstrating a sensitive and responsive approach to each child's play and learning.

The childminder provided an environment where children could play and learn at their own pace with the childminder stepping back when appropriate to allow children's interests and choices to guide their experiences. This balanced approach promoted children's independence, confidence and curiosity.

Children were provided with a range of opportunities to develop their language and literacy skills. The childminder supported this through singing, reading stories and engaging children in conversations in both English and Arabic, reinforcing vocabulary through praise and repetition. This reflected the information within children's personal plans, acknowledging their Arabic language background and promoting an inclusive approach to their play and learning.

Children also had opportunities to develop their fine motor and creative skills through mark making activities. Play experiences further supported their numeracy and problem solving skills as they explored shape sorting games and construction resources such as mega blocks. Children told us, "I like playing with the toys and doing fun activities. I like story time and going to the park. My childminder is kind and helps me when I need it."

Opportunities were offered for social interaction, supporting children to play collaboratively, while individual preferences for solitary or parallel play were respected. This balanced approach promoted emotional regulation and the development of social skills, fostering independence and confidence in a nurturing environment.

Toys, games and books including arts and crafts and malleable experiences were available to children and encouraged choice and independence to suit their interests and choices for play. The childminder should continue to extend resources and should also include natural materials. This has the potential to enrich children's play experiences and further support the depth and progression of their learning.

Daily updates were shared with families, including photographs and narratives of the children's play and learning experiences. This approach fostered strong partnerships and encouraged parental feedback. The updates celebrated children's successes and achievements. Supporting continuity in children's learning by enabling parents to build on their child's experiences at home. One parent told us, "I saw all activities in group and pictures sent to me and my [child] tells me about how they enjoyed."

The childminder recorded observations for each individual child and included photographs to capture their activities and learning. In addition, individual development plans were in place, outlining personalised goals and targets. The childminder also identified clear next steps and the support that would be provided. There was clear evidence of progression and learning in children's play and development.

Children are supported to achieve 4 - Good

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.

The childminder had a warm and nurturing relationship with the children, who were settled and comfortable in their care. They responded warmly to the children, providing cuddles and followed their cues, interests and wishes throughout our visit. This supported children's emotional wellbeing and development.

The childminder worked closely with families to understand each child's needs and routines, ensuring continuity of care and individualised support. Their knowledge of children's individual preferences and routines contributed to a safe, secure and nurturing environment.

Personal plans were in place for children and were created in partnership with families. The plans included contact details, health, medical and all about me information. There were inconsistencies in how information was recorded, with some sections incomplete and some plans not updated within the required six month period. We discussed with the childminder the importance of regularly updating these plans to ensure they remain responsive to children's evolving needs. We were confident that the childminder would make the necessary improvements.

The childminder demonstrated a clear understanding of the safe storage and administration of medication to support children's health and wellbeing. At the time of inspection, there was no medication stored for children in the childminder's home. We reviewed completed medication records and suggested improvements, including recording the actual dose of medication administered and ensuring parents acknowledge receipt of medication with a signature. The childminder agreed with these suggestions and we were confident that these actions would be taken forward.

Sleep routines were responsive to children's individual needs. Children's emotional security was supported and comfort was provided when needed, including offering cuddles. A sleep mat and blanket were provided, creating a comfortable and restful sleeping environment. A sleeping child was monitored to ensure their safety and wellbeing.

Families were warmly welcomed into the childminder's home, fostering positive relationships, involvement and a strong sense of belonging. Secure attachments had formed between the childminder and the children, promoting comfort, security and emotional wellbeing. Parents agreed and told us, "I feel welcomed into the childminder's home and comfortable discussing my child's care, play and learning" and "I have a good relationship with my childminder. I feel comfortable talking to them and they listen to me."

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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Children experience high quality spaces	4 - Good
Children play and learn	4 - Good
Playing, learning and developing	4 - Good
Children are supported to achieve	4 - Good
Nurturing care and support	4 - Good

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