

Claire's Cherubs Childminding Child Minding

Prestwick

Type of inspection:
Announced (short notice)

Completed on:
26 March 2026

Service provided by:
Claire Still

Service provider number:
SP2013985528

Service no:
CS2013322308

About the service

Claire Still trading as Claire's Cherubs Childminding provides a childminding service from their home in a residential area in Prestwick, South Ayrshire. The childminder's home is an upper cottage flat where children have access to a lounge dining space (room 2), designated playroom (room 1), kitchen and bathroom. There is no access to a garden or secure outdoor space available at the childminder's property.

The service is registered to provide care to a maximum of 6 children under the age of 16 years, of whom no more than two 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. At the time of our inspection 11 children were registered to attend the service, all on a part time basis.

About the inspection

This was a short notice announced inspection which took place on Thursday 26 March 2026 between 13:30 and 17:00. 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:

- spent time with four children using the service
- spoke with one parent of children attending the service
- spoke with the childminder
- observed practice and children's experiences
- 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 relating to core assurances.

Key messages

- Children's wellbeing benefitted from secure relationships with the childminder, who knew them and their families well.
- Children were relaxed, confident, and secure in the setting. They moved around freely and comfortably in a way that showed they had a strong sense of belonging.
- Children and families' views were gathered regularly, helping everyone feel included and valued.
- Regular visits to community resources supported children's wellbeing.
- To ensure individual children's needs are planned for in partnership with children and parents, the childminder should ensure personal plans are developed reviewed in line with legislation.
- Risk assessments should be developed for all areas of the childminder's home and areas of the community accessed by children.
- To improve and develop the service, the childminder should implement a robust system of quality assurance and self-evaluation as this will promote positive outcomes for children.
- The childminder should ensure emergency contact details are available for every child and reviewed regularly to maintain children's safety 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	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

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

The service had clear aims and objectives which were recently reviewed to reflect the childminder's values and vision for providing high-quality experiences. These focused on offering a happy, safe, secure and stimulating home-from-home environment where every child feels valued, supported and encouraged to reach their full potential. As a result, children experience consistent, nurturing care that promotes their wellbeing, learning and development. To strengthen continuous improvement, children and families should be meaningfully involved in future reviews of the service's aims and objectives.

The childminder stored an information folder at the entrance to the property containing an overview of the childminders experience, what to expect from the service and relevant updated documentation, including policies and procedures. This ensured that parents could easily access important information at collection times. As a result, families were well informed about how the service operated, which promoted transparency, consistency and confidence in the care provided.

Children's and families' views were regularly gathered both informally through day-to-day verbal discussions and more formally through questionnaires. This included exit questionnaires when families stopped using the service and periodic questionnaires to gather wider feedback. This approach helped everyone to feel included and valued and enabled families to share ideas and influence their child's care. All recent feedback was positive, with no suggestions for improvement. To support effective quality assurance, the childminder should ensure the date feedback is received is clearly recorded to help plan and monitor timely improvements.

The childminder had completed self-evaluation some time ago and, while some annual updates had been made, these were not fully reflective of current frameworks or leading to improvement. To build on this, the childminder should continue to embed regular and meaningful self-evaluation processes. Using The Care Inspectorate and Education Scotland (2025) guidance, 'A quality improvement framework for the early learning and childcare sectors: childminding,' would support this approach and help ensure that children and families benefit from a service that is responsive to their needs and committed to continuous improvement.

The childminder had previously engaged in training and professional learning and maintained a log of this activity; however, there had been no recent engagement in professional development. To ensure practice remains current and reflects up-to-date early learning guidance, the childminder should continue to undertake relevant training. Including post-training reflections would further strengthen this approach by demonstrating how learning has informed practice and positively impacted children and families.

Areas for improvement

1. The childminder should develop quality assurance processes to support ongoing improvement of the service. This should include using self-evaluation approaches informed by national guidance and involving children and families in reviewing key aspects of the service. Strengthening these processes should help the childminder identify what is working well, plan targeted improvements, and ensure positive outcomes for children and families.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: "I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes" (HSCS 4.19).

Children thrive and develop in quality spaces 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: Children experience high quality spaces

Children appeared relaxed in the setting. They moved around freely and comfortably, showing that they had a strong sense of belonging in the environment. Children's voices were listened to and respected, with their choices acted upon, allowing them to influence their daily experiences.

The childminder's home was clean, tidy and well maintained, providing a homely and welcoming environment for children. A designated playroom, known to children as "Room 1," alongside allocated space for children's personal items and photograph boards supported children to feel valued and promoted a sense of ownership within the setting. As a result, children experienced a nurturing environment where they felt settled and secure. To further strengthen this, the childminder agreed to date the photograph boards. This will demonstrate that the displayed photos capture children's recent experiences and support them to reflect on their ongoing learning.

Outdoor play was a priority within the setting, contributing positively to children's wellbeing and learning. While the childminder did not have access to a garden, regular use of community resources such as parks and beaches supported children's physical development and opportunities for exploration. During the inspection, children visited the Multi-Use Games Area (MUGA). One child told us they loved playing football, which was supported through visits to the MUGA and local green spaces after school. As a result, children benefitted from regular, meaningful outdoor experiences that promoted their wellbeing, confidence and enjoyment.

Risk assessments were in place for some community spaces accessed by minded children, such as the beach and soft play facilities, identifying potential hazards and how these were managed. To further strengthen safety arrangements, the childminder should now develop risk assessments for their home environment, school pick-ups and the use of the local MUGA. This will help ensure that all aspects of children's experiences are well planned and consistently safe, supporting their wellbeing, confidence and ability to explore both indoor and outdoor environments securely.

Children play and learn 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: Playing, learning and developing

Interactions were consistently kind, caring and respectful, ensuring that children's rights were upheld. The childminder knew children's needs and personalities well, which helped to create a nurturing environment where they felt safe and secure. Responsive and attuned interactions supported children's development and encouraged them to express themselves, helping to build their confidence and self-esteem. All children present told us that they were very happy in the care of the childminder.

Children were able to direct their own play and freely access a range of developmentally appropriate and interesting resources that supported their learning. The childminder provided materials that reflected children's individual interests; for example, two children told us they enjoyed arts and crafts and, during our visit, they took part in painting models as part of an Easter activity. Children also enjoyed making three dimensional shapes using magnetic construction pieces and relaxing on the comfortable sofa watching television. As a result, children were engaged, motivated and able to make choices that supported their learning and enjoyment.

The childminder made good use of community resources, such as local libraries, to enhance children's learning experiences. They also maintained positive relationships with other childminders, meeting regularly for professional discussions, sharing practice and offering joint play experiences. For example, photographs sampled showed minded children taking part in shared craft activities with members of the community and children from other childminding services. As a result, children benefitted from rich social experiences that supported their learning, confidence and sense of belonging within the wider community.

Planning was largely responsive to children's ideas and interests, with the childminder using their knowledge of each child to provide appropriate play materials and plan activities. Children's requests were recorded on a whiteboard and, at the time of the inspection, they had chosen activities such as drawing, playing schools, baking and making foods. Although not all experiences were observed during the inspection, the childminder explained these would be offered across the week. As a result, children were supported to make choices and engage in activities that reflected their interests and develop at their own pace. To further strengthen planning processes, the introduction of planning documentation that is routinely evaluated would more clearly evidence how experiences are planned in direct response to individual children's interests and how this supports their learning and development.

Children are supported to achieve 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: Nurturing care and support

Children experienced warm, gentle and nurturing care, which helped them feel safe and valued. The childminder's calm and soothing manner supported the development of trusting relationships. Children told us they enjoyed spending time at their childminder's and that Claire was fun and kind. These positive attachments supported children to settle confidently and engage meaningfully within the childminding environment.

The childminder used daily conversations at pick-up times to keep parents informed about their child's day. Children were also encouraged to share their experiences directly with their parents. As a result, communication was open and consistent, helping parents to feel well informed and involved, while supporting children to develop confidence in expressing themselves and reflecting on their day.

On the day of the inspection, the childminder prepared snack in advance of collecting children from school. This was to support their immediate access to the outdoor play after pick-ups. Snacks provided were healthy and took account of children's allergies and individual food preferences, which were gathered at the point of enrolment. A snack choice board displayed in "Room 1" showed children's preferences for the week, from which the childminder selected the daily snack. As a result, children experienced well-planned, nutritious snacks that met their individual needs and supported their wellbeing.

Personal plans were in place for all children and contained relevant information to support their care. However, it was not always clear how parents had been consulted or involved in the development and review process. In addition, emergency contact information was not available for all children. To strengthen practice, the childminder should ensure parents are meaningfully involved in reviewing personal plans and that children, where able, are supported to contribute to their own reviews. Emergency contact details should also be consistently recorded and readily accessible. This will help ensure children's individual needs, views and safety are fully considered and effectively supported (area for improvement 1).

The childminder spoke confidently about their role and responsibilities in safeguarding children, demonstrating a clear understanding of keeping children safe. However, at the time of the inspection, they had not undertaken child protection training for some time, and we discussed the need to update their child protection policy. Prior to the completion of this report, confirmation was received that child protection training had been undertaken. As a result, the childminder was better equipped with up-to-date knowledge to safeguard children effectively and ensure practice reflects current guidance.

Areas for improvement

1.
The childminder should ensure that children's care and support needs are clearly identified, reviewed and met through effective personal planning. To do this, they should at a minimum: develop personal plans for each child that set out their individual needs, and ensure plans are created in partnership with children and parents and reviewed every six months or sooner. In addition, the childminder should ensure that up-to-date emergency contact information is available and readily accessible for all children at all times.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS), which state: "My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices." (HSCS 1.15)

What the service has done to meet any areas for improvement we made at or since the last inspection

Areas for improvement

Previous area for improvement 1

The childminder should expand the personal plans for each child in her care. These should show how she will meet each child's health, welfare and safety needs and be reviewed at least once in every six month period whilst the service user is in receipt of the service.

National Care Standards early education and childcare up to age 16 - Standard 4.4: Engaging with children.

This area for improvement was made on 23 February 2017.

Action taken since then

The childminder had introduced a personal plan for all children in their care. Plans contained relevant information for most children to enable their health, welfare and safety needs to be met. The childminder should ensure plans are routinely reviewed with children and families, and should ensure that emergency contact information is gathered for all children prior to their attendance at the service. This will ensure appropriate information is available to meet children's needs.

This area for improvement was not met. We have detailed current practice within the 'Children are supported to achieve' section of this report and reworded and area for improvement to reflect current guidance.

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	4 - Good
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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