

Bridge of Weir Childcare Child Minding

Bridge of Weir

Type of inspection:

Unannounced

Completed on:

9 March 2026

Service provided by:

Denise and Gordon McGinlay a
partnership

Service provider number:

SP2010011281

Service no:

CS2010275685

About the service

Bridge of Weir Childcare is a childminding service provided by Denise and Gordon McGinlay a partnership. The service is provided from the family home in the Bridge of Weir area within Renfrewshire. Their home is well located with easy access to a range of amenities such as local walks, parks, nurseries and schools.

The service is registered to provide a care service to a maximum of 6 children at any one time under the age of 16, 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.

When both childminders are working together they can provide a care service to a maximum of 6 children at any one time under the age of 16, of whom no more than 4 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 the inspection, one childminder was caring for the children registered to attend the service.

About the inspection

This was an unannounced inspection which took place on 9 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 children using the service
- spoke with the childminder
- reviewed electronic feedback from three families
- 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 relating to core assurances.

Key messages

- The childminder was committed to improving the quality of the service to benefit children and their families.
- Children experienced warm, responsive interactions, they were relaxed, confident and having fun.
- Children benefited from daily opportunities to spend time outdoors, supporting their health and wellbeing.
- The childminder showed a commitment to training, supporting positive outcomes for children and sharing learning with families.
- Children's play and learning were supported through individual learning and development records, highlighting their developing skills and next steps.
- Positive, nurturing relationships had been developed with children and families, supporting a sense of trust and respect.

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 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 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 childminder's vision and values for the service were reflected in daily practice through warm, responsive interactions and a caring, supportive environment, helping children feel happy, confident, and secure. They were shared with parents before their child joined, giving them an understanding of the care and experiences their child would receive. We discussed the importance of regularly reviewing these with children and families to ensure they continued to reflect their needs and views.

A reflective approach was evident in the childminder's practice, with strengths recognised and areas for development identified. The childminder was using the Care Inspectorate's Quality Improvement Framework to support self-evaluation. This had helped identify key priorities, including further developing personal planning, ensuring children's and families' views are gathered and used meaningfully, and further developing the garden. The childminder confidently talked through their plans for improvement. While this work was at an early stage, positive progress was already evident, and continuing to build on these plans will help sustain improvements and benefit children's experiences.

The childminder recognised the importance of working in partnership with families and provided regular opportunities for feedback through daily conversations, WhatsApp messages and a closed Facebook group. They described using questionnaires and online polls and were keen to review these approaches to encourage more meaningful responses, including introducing shorter surveys and a 'you said, we did' approach. One parent shared, 'The childminder regularly asks me and my child what we want to do and what we think would benefit the setting'. The childminder valued children's and families' views and used these to help shape and improve the service.

Health and safety practices were in place, including risk assessments and daily checks of the indoor and outdoor environment. As part of the childminder's monitoring, we spoke with the childminder about ensuring regular checks are carried out at different points throughout the day, helping to identify and address any potential hazards in a timely way, including ensuring items are stored appropriately out of children's reach, supporting a consistently safe environment.

We also discussed ways infection prevention could be strengthened, including reviewing the location of the nappy changing space, improving the storage of packed lunches and encouraging consistent handwashing. We encouraged the childminder to refer to the latest infection prevention and control guidance to support improvement and children's overall wellbeing.

A range of policies and procedures had been developed to support the running of the service, and were shared with parents so they knew what to expect. We discussed establishing a system to make sure the most current policies are easily accessible and reviewed regularly to reflect best practice.

The childminder received regular updates from the Scottish Childminding Association (SCMA) and the Care Inspectorate, keeping them informed of current guidance and training opportunities. They were committed to ongoing professional learning to support positive outcomes for children.

Recently, they completed training in first aid, resilience in early years, and safeguarding, with further learning planned. Key learning was shared with parents through a closed Facebook group, offering helpful insights and resources to support children's experiences.

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 developing

Children were happy, settled, and engaged in their play, confidently exploring a wide range of accessible resources including construction materials, creative supplies, books, role play, and loose parts materials. They made independent choices about what to explore, following their interests and curiosity.

Interactions were warm and responsive, with the childminder using open-ended questioning to support children's thinking, problem-solving, and understanding. Children's ideas were listened to and valued, helping them feel included, respected, and supported in developing their skills.

Children led their own play, making choices about what to explore. They particularly enjoyed constructing detailed models with Connex and building a domino run, as well as engaging in imaginative play, such as wearing wings and pretending to fly. During this, one child said to their peer, "I wish I could fly," and the other replied, "Just believe in yourself and you can do anything". These experiences nurtured creativity, confidence, self-belief, and positive social interactions, supported by the childminder's use of encouraging language and role-modelling.

The childminder demonstrated a very good understanding of children's individual interests and stages of development. Planning was linked to national guidance and was flexible and responsive, allowing children to make choices and influence their experiences. Children had access to a broad range of learning opportunities which supported development across different areas.

Individual learning folders were in place for each child. These included observations, photographs and next steps, highlighting the skills children were developing and helping to track progress and support development. This information was shared regularly with families, supporting partnership working and enabling parents to be involved in their child's learning. The childminder recognised the importance of continuing to develop this approach, particularly in capturing the views and ideas of older children.

Children benefited from regular outdoor play, which was part of the daily routine. They spent time in the garden, visited local parks, and enjoyed walks within the community. These experiences promoted children's physical development, curiosity about their surroundings, and opportunities to develop friendships.

The childminder spoke about links with a local care home and shared positive experiences of children taking part in intergenerational visits. These supported children's understanding of others and helped them gain confidence in new experiences. They shared plans to resume visits at times appropriate for younger children, while also considering opportunities for school-age children to participate during holiday periods, giving all children the chance to benefit from these enjoyable and enriching experiences.

Children were encouraged to reflect on their day and share their experiences, either through conversation or by making notes if they wished. They considered how they were feeling, ways to be kind to themselves and

others, and three positive things that had happened that day. This approach supported children to express their emotions, develop self-awareness, and build confidence, helping them feel secure, understood, and valued.

Photograph books were available for children to reflect on their experiences, encouraging discussion and reinforcing their learning while fostering a sense of achievement. The photos captured a wide range of indoor and outdoor experiences, showing how children explored, problem-solved, and followed their curiosity and imagination. These experiences also supported early literacy and numeracy, providing meaningful opportunities for learning.

Parents shared positive feedback about their children's experiences within the setting. One parent commented and told us, 'The childminder plans activities around my child's interests and regularly provides resources they enjoy.' Another shared, 'My child loves playing outdoors, visiting the garden and park daily, and going on trips during holidays.' A further comment noted, 'The childminder has lots of toys my child likes, especially Lego and Transformers'. As a result, children benefited from experiences that support their learning, development, and wellbeing.

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, nurturing care. Relationships between the childminder and children were kind, trusting, and responsive. Children were relaxed, comfortable, and secure in the childminder's care.

Children demonstrated caring relationships with one another, showing kindness through actions such as offering reassurance, reading stories together, and holding hands during walks. These positive interactions supported friendships, helped children feel included, and encouraged empathy and respect in their everyday experiences.

The childminder demonstrated a good understanding of children's individual needs and interests and described how these were supported through daily experiences. Records and documentation, including children's personal plans, were in place and had recently been reviewed to improve the quality of information recorded. This was at a transitional stage, with some children in the process of moving to new formats to support consistency. Plans were in place to develop these further, including involving older children more in setting their own goals and reviewing plans more regularly. We discussed how records could be organised more clearly so that up-to-date information is easy to access, helping to ensure important details about children, including significant events in their lives, are reflected in their care and daily experiences.

Children were supported to develop independence in their personal care. They were encouraged to use the toilet independently and had access to handwashing facilities, with appropriate equipment, such as a step, to support younger children. We discussed reviewing the location of the nappy changing space to ensure it reflects best practice and is appropriately positioned away from food preparation areas.

Mealtimes were relaxed and sociable, with children enjoying a selection of fruit and chatting together as they ate. The childminder sat with the children, joining in their conversations. We spoke with the

childminder about consistently encouraging children to wash their hands on returning from school and supporting them to refill their water bottles, helping to reinforce positive routines and support their health and wellbeing.

To support children's comfort and sense of belonging, we suggested re-introducing a designated area for storing children's personal belongings and creating more space within the smaller playroom, where some areas were becoming overcrowded with resources. This would provide older children with opportunities to rest and relax after a busy day at school, if they wished.

The childminder spoke about the settling-in process, a policy was in place to support this. Settling-in arrangements were flexible and responsive to each child's individual needs. Parents were welcomed to visit the setting, provided with information about the service, and encouraged to share information about their child before starting. The childminder adapted routines to help children feel secure, supporting smooth transitions and helping them become familiar and settled in their new environment.

Positive, nurturing relationships with families were evident. Many of these had developed over time, with several families choosing to return to the service. Parents were warmly welcomed at drop off and pick up times, creating a relaxed and friendly atmosphere that supported familiarity and belonging. These trusting, respectful relationships helped children feel secure, valued, and confident in the childminder's care.

Families valued their relationship with the childminder. One parent shared, 'The childminder has looked after all my children. I'm very happy with the service and would recommend it to everyone.' Another said, 'The childminder and I have a very good relationship. They are always approachable and make us feel very welcome.' As a result, families felt supported, reassured, and confident in the care their children received.

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 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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