

Ros Sparks Child Minding

Bridge of Weir

Type of inspection:
Unannounced

Completed on:
24 March 2026

Service provided by:
Ros Sparks

Service provider number:
SP2003902856

Service no:
CS2003004972

About the service

Ros sparks operates a childminding service from their family home in the Bridge of Weir area of Renfrewshire. The service is provided from a detached villa style house. Children have access to rooms on one level only and a fully enclosed back garden area. The childminder makes good use of the local community to extend the quality of children's experiences.

The childminder 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.

About the inspection

This was an unannounced inspection which took place on 18 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 childminder
- spoke with the minded child
- reviewed electronic feedback from one family
- observed practice and daily life
- reviewed documents
- assessed core assurances, including the physical environment.

As part of our inspection, we assess core assurance. 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 experienced responsive, nurturing, high quality interactions from a childminder who knew them well.
- The childminder provided a warm, homely environment that supported children to feel secure, relaxed, and confident.
- Children were at the heart of the service, the views of children and families were valued and used to shape how the service developed.
- Daily opportunities to spend time outdoors enhanced children's learning, enjoyment and overall wellbeing.
- Children engaged in play that was enjoyable, meaningful and linked to their Interests.
- Language, literacy, and numeracy were naturally woven throughout daily routines and play experiences, supporting children's learning.
- The childminder was passionate, experienced and knowledgeable. They were committed to ongoing professional development to improve outcomes for children.

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	5 - Very Good

Further details on the particular areas inspected are provided at the end of this report.

Leadership 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: Leadership and management of staff and resources

The service's vision, values and aims were shared with families and clearly reflected in daily practice, creating a welcoming and relaxed environment for children. Children benefited from the childminder's warm, calm and professional approach. Interactions were consistently caring, respectful and nurturing, helping children feel safe, secure and confident in the childminder 'care, and supporting an inclusive ethos. The childminder should continue to review this information to ensure it aligns with the changing needs of children and families.

As a lone worker, the childminder demonstrated a reflective and thoughtful approach to practice. They identified what was manageable and what worked well, and made appropriate adaptations to prioritise warm, high quality interactions. Approaches were continually reviewed and evolved in response to children's changing needs and interests, ensuring a strong focus on meaningful, nurturing engagement. As a result, children felt valued and understood, and benefited from consistent, responsive care that met their needs and supported secure and trusting relationships.

The childminder engaged well with best practice guidance. For example, they recently attended an online webinar to develop their understanding of the quality improvement framework and how it can support service development. They also kept reflective notes to consider the service's strengths and identify next steps for improvement. This supported ongoing reflection and strengthened their understanding of self-evaluation, contributing to the continuous development of the service.

Feedback was gathered informally through open discussions and WhatsApp, helping families feel listened to and included. This gave them opportunities to share their views and contribute to how the service developed. Children were asked for their views daily, including what activities they wanted to take part in during the day. As a result, children and families felt respected and involved, and their views helped shape experiences that supported children's needs and interests.

The childminder was experienced in their role and continued to develop the service, with high quality care at the centre of their practice. They had links with other professionals through their wider network and made good use of support tools from the Scottish Childminding Association (SCMA), as well as provider updates from the Care Inspectorate. This helped keep the childminder informed about current practice and supported ongoing reflection, contributing to safe and consistent care for children.

Systems were in place to support the smooth running of the service. These included risk assessments, regular checks of both indoor and outdoor environments, and appropriate medication, accident, and safeguarding records. As a result, children benefited from an environment that was well organised, safe and carefully maintained.

Policies and procedures were in use to guide daily practice. These were shared with parents, helping families understand how the service was delivered and ensuring the service met their needs. Policies were routinely reviewed. The childminder should continue to revisit these in line with new or updated best practice guidance to ensure they remain current.

The childminder approached their role with genuine care and commitment, they had completed training in child protection, first aid and the quality framework, and had further courses planned, including growing together - smiles and milestones and making early Interactions count. This enriched their practice and contributed positively to children's learning and wellbeing. Learning was recorded and revisited and used to guide reflective practice. Information about completed training was also displayed for parents, helping them feel informed and showing the childminder's focus on providing the best possible care and experiences for children'.

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

The minded child was happy, settled, and fully engaged in their play. They confidently selected from a wide range of resources and led their own learning, demonstrating curiosity and independence in their choices. The layout of the childminder's home enabled them to move freely between areas. This showed they felt relaxed, secure and comfortable. As a result, the child developed confidence.

The childminder responded to the children's interests and ideas, supporting and extending their play. A particular interest in vehicles and transport was observed, with the child exploring a range of these, including cars, lorries, flatbed trucks and trains. They used a garage and furniture imaginatively to create roads and tunnels.

The minded child invited the childminder to join play, were they engaged in meaningful discussion about different types of vehicles, as well as their colours and sizes, and encouraging the child to compare and describe what they could see. Open-ended questions and shared conversation helped to deepen the child's thinking and sustain their engagement. This approach supported the development of language, imagination, and problem-solving skills, while ensuring the child felt valued, confident and supported in their learning.

Storytelling was engaging, interactive and linked to the child's own experiences. The minded child told us that stories were their favourite thing at the childminder's house. They sat closely with the childminder, showing a strong bond and sense of security. During story time, they joined in discussions, laughter and reflection, confidently predicting what might happen next and using familiar phrases. This supported early literacy development and communication skills, and encouraged a positive attitude towards books and early learning.

The childminder demonstrated a strong understanding of how children learn and develop through play. Literacy and numeracy were skilfully woven into everyday play and routines, supporting children to develop early concepts in a meaningful and natural way.

Their passion for outdoor learning further enhanced experiences. During nature walks and outings, the minded child explored with curiosity and enthusiasm, noticing flowers such as crocus and bluebell, birds including blackbirds, cows in nearby fields, water flowing in streams and ditches, and patterns in the natural surroundings. Conversations supported understanding of the weather and plane flight paths overhead. The child excitedly counted six cows, strengthening early numeracy and observation skills. These experiences helped the child make important connections with the natural world. As a result, children grew in confidence and developed a strong sense of curiosity while engaging with nature in the world around them.

Children had access to a large, secure garden that supported physical and imaginative play. Resources such as a sandpit, slide, and playhouse encouraged active engagement. Large planting beds offered opportunities for children to take part in planting and growing fruits, berries, and vegetables, as well as caring for them, harvesting, and food tasting, with some taken home to share with families. As a result, these meaningful outdoor learning experiences helped children develop an early understanding of how food grows, supported healthy eating habits, and nurtured valuable life skills such as responsibility, curiosity, and respect for the natural world.

Planning was flexible, child-led, and responsive to children's needs and interests. Children's learning was regularly shared with families at collection times. The childminder also used WhatsApp to share updates and occasional photos. This supported continuity of learning and strengthened partnerships with families.

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

A warm and welcoming, home from home environment was created where children felt safe, comfortable, and familiar. The setting had a relaxed, cosy feel, with children having their own space to store their belongings and wearing slippers indoors to support a homely and comfortable atmosphere. Their artwork was thoughtfully displayed, helping them feel proud, included, and valued. The childminder took pride in recognising and sharing achievements, with displays presented in a meaningful way, showing the childminder's genuine care for each child.

The childminder knew the children very well and shared detailed knowledge of each child's needs, personality, and interests. Personal plans were in place and included key information on how to support children's likes, dislikes, routines, and healthcare needs. Older children also completed All About Me sheets, which helped to further capture their views and preferences. These plans were regularly reviewed in partnership with families to ensure the information remained accurate and up to date. One parent commented, 'The childminder is great and really caters to the child's individual needs'. The childminder also recognised special occasions, such as birthdays, by giving children a card and a small gift, helping them to feel valued and celebrated. As a result, children experienced consistent and responsive care, with their routines and preferences reflected from home.

Children were comfortable and content in the childminders care. We saw the minded child chatting, smiling, and laughing throughout our visit, showing they felt relaxed and at ease. Nurturing interactions were observed, including cuddles, praise, and reassurance. One parent commented, 'My child is cared for in a very nurturing and attentive way, with one-to-one attention often'. As a result, children felt secure and well supported, helping them to build strong and trusting relationships.

Daily routines were well established and contributed to children feeling settled and confident in the childminder's home. The childminder worked closely with families to understand each child's routines from home, ensuring that approaches to toileting and sleep were tailored and responsive to their individual needs. This consistency between home and the childminding environment supported children to feel respected and secure. Regular walks before lunch and opportunities for rest created a balanced routine, helping children stay relaxed, refreshed, and ready for the next part of their day.

Healthy eating was encouraged through positive conversations that supported children to develop healthy eating habits. Parents provided meals, and mealtimes were relaxed and flexible to suit children's ages and stages. Children could choose to eat at lower level tables with chairs or use a higher dining space, promoting independence and comfort. Access to fresh drinking water throughout the day helped support children's hydration and overall wellbeing,

Children's personal care needs were managed in a way that upheld their dignity and privacy, with the childminder offering sensitive support during toileting and hygiene routines. Handwashing was actively promoted and encouraged through praise and gentle reminders. This helped children develop independence and healthy habits, while contributing to them feeling comfortable and well cared for.

The childminder fostered warm, positive and trusting relationships with families, building long-standing connections and being well known and respected within the local community. Parents were warmly welcomed each day and kept regularly informed through WhatsApp, supporting consistent two-way communication. This helped families feel included, reassured, and involved in their child's experiences, promoting continuity between home and the childminding setting and supporting children's sense of security and belonging.

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	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	5 - Very Good
Nurturing care and support	5 - Very Good

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Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

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