

Julie Hunter Child Minding

Glasgow

Type of inspection:
Unannounced

Completed on:
1 April 2026

Service provided by:
Julie Hunter

Service provider number:
SP2003903370

Service no:
CS2003005642

About the service

Julie Hunter provides a childminding service from their family home in the Old Kilpatrick area of West Dunbartonshire.

The service is registered to provide a care service for a maximum of seven children under the age of 16. Of these children no more than 6 can be under 12, of whom no more than 3 should not be attending primary school and of whom no more than 1 is under 12 months. These numbers are inclusive of the childminder's family.

Children attending the service have access to the ground floor of the detached property and a spacious enclosed garden area. The childminder's home is well situated within the community, close to local amenities such as schools, shops and parks.

About the inspection

This was an unannounced inspection which took place on 27 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 three families
- observed practice and daily life
- reviewed documents
- assessed core assurances, including the physical environment.

As part of our inspections, 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 were happy, settled and confident, engaging well in play that reflected their interests and choices.
- Children experienced warm, trusting relationships with the childminder and with each other, supporting their wellbeing and sense of security.
- The childminder knew the children well and was able to clearly describe how individual needs and stages of development were being supported.
- Strong, positive relationships with families and regular opportunities to come together helped promote children's wellbeing and a sense of belonging.
- Children's achievements were recognised, valued and celebrated, supporting confidence and positive self esteem.
- To further strengthen practice, the childminder should develop and share a clear child protection policy with families to ensure safeguarding arrangements are well understood.

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	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 could benefit from improvement.

Quality Indicator: Leadership and Management of Staff and Resources

The childminder had developed a clear set of aims and objectives for the service, which were shared with families prior to children starting, helping them feel informed and reassured about what to expect. This supported a shared understanding of expectations between the childminder and families. We observed the service aims reflected in practice, including positive partnerships with parents, a welcoming environment, and children having fun while learning. We discussed the value of regularly reviewing the aims and objectives with families to ensure they continue to reflect the changing needs of children and families.

Feedback and views from families were actively welcomed, with regular opportunities to share their thoughts through daily face-to-face conversations, as well as other communication methods such as text messages and WhatsApp. Parents commented, 'we discuss anything we would like to vary' and 'I discuss my child's care and anything he says as feedback'. This open and honest communication helped ensure that families' voices were valued.

The childminder demonstrated a commitment to meeting the needs of children and their families, supporting positive outcomes. To further develop practice, we suggested the childminder continue to share updates about changes to the service, for example the addition of new resources, to help families stay informed and show how their views help shape the service.

Children were at the heart of the service. They confidently shared their experiences, including changes within the service and plans to further develop the outdoor space. Children were actively involved in choosing toys and resources, which the childminder regularly reviewed and updated to reflect their changing interests. Regular discussions with children about activities, outings and resources supported children to feel listened to, valued and included in decisions about their play and learning.

The childminder was experienced and held a professional qualification. They had most recently completed first aid training and told us about face-to-face training, which they found beneficial as it provided opportunities to meet with other professionals. They also described regularly chatting with other early learning and childcare staff, which supported the sharing of practice and their ongoing professional development. We discussed different ways the childminder could continue to access training to suit their needs, including short bite-sized online resources, to further strengthen practice and support positive outcomes for children.

Regular updates from the Scottish Childminding Association (SCMA) and the Care Inspectorate were received. The childminder spoke positively about the SCMA monthly newsletter, which they found beneficial in helping to keep practice current and informed. Membership also provided access to a range of useful tools, templates and policies. We discussed how making greater use of these resources could further support the ongoing development of the service.

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 could benefit from improvement.

Quality Indicator: Playing, learning and developing

Children were happy, relaxed, and engaged, they confidently led their own play choosing from a range of toys and materials that reflected their interests. This supported children's independence and enabled them to make meaningful choices. The childminder regularly reflected on the resources available to ensure they continue to meet the needs of all children. We discussed the addition of open ended materials, such as loose parts and natural items, to complement existing resources and further extend children's creativity, imagination, and curiosity.

Play spaces were thoughtfully arranged to support children at different stages of development. The environment was welcoming and benefited from natural light. A low level table supported comfortable participation in activities, while soft furnishings, including a small sofa, created a cosy space for relaxation, reading and quiet interaction with peers.

During the inspection, children were observed enjoying a game of "the floor is lava," using cushions and the space around them to move safely and creatively. They played happily together across a range of ages, taking turns, sharing ideas and supporting younger peers. Children showed enjoyment, imagination and teamwork, with the childminder encouraging positive interactions throughout.

Children also enjoyed playing with a poppet toy together, counting down and eagerly waiting for it to pop before chasing it and repeating the game. This activity was sustained for a good length of time, with children engaged, laughing and enjoying each other's company as they explored the activity together.

Posters displaying numbers and letters supported literacy and numeracy skills, across different age groups. A well resourced arts and crafts area offered a variety of creative materials that particularly engaged older children and could be adapted to support younger children's interests and abilities. Books were easily accessible, allowing children of all ages to make independent choices and develop enjoyment of reading. Resources such as paper, pens, and pencils supported early mark making and writing skills, while also providing opportunities for older children to extend their creativity and learning.

The spacious outdoor area provided a range of opportunities for physical activity, including climbing equipment, a basketball net and football goals. Parents commented, 'my child loves the outdoor play area' and 'the outdoor area is well arranged for kids at different ages'. The childminder told us how children were supported to explore and enjoy experiences within the local community, with activities planned according to children's ages, interests and attendance patterns. During term time, trips were arranged in partnership with families, with shared experiences helping to strengthen relationships and promote inclusive opportunities for all children.

The childminder followed children's lead, with planning responsive to their interests and suggestions, this was informal. Children's ideas and play were respected. For example, children built a castle before school, which was left in place so they could return to it after school and continue their play, supporting continuity in learning.

Updates were shared with families at collection time, with the childminder providing regular feedback through daily conversations about children's activities and upcoming plans, helping families stay informed. The childminder occasionally shared photographs to support these discussions. This helped to strengthen partnerships with families and ensured children's experiences reflected their individual interests and needs.

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 could benefit from improvement.

Quality Indicator: Nurturing care and support

The childminder demonstrated a warm, caring and nurturing approach, with responsive interactions helping children feel safe, secure and valued. Children were observed smiling, laughing and enjoying their time with the childminder and their peers. Close, nurturing relationships were evident, with children settled and comfortable in the childminder's care. The childminder responded warmly, offering cuddles, comfort and reassurance where needed, and followed children's cues, interests and wishes throughout our visit.

Children's emotional wellbeing was further supported through opportunities for rest and relaxation. One parent told us, 'my child can decide to sit and take time out from play whenever they feel like it and is happy to do so'. We saw children choosing to relax, with a younger child asking to watch their favourite programme, "Zog". They watched this for a short time, while others read quietly on the sofa or sat alongside peers chatting. Younger children were supported to express their preferences confidently and transitioned back into play at their own pace, showing their needs and rights were respected. These experiences helped children feel settled and secure.

The childminder promoted kindness and cooperative play, they spoke about working in partnership with families to ensure a consistent approach to rules, boundaries and expectations. This approach, alongside regular praise and encouragement, helped children develop confidence and positive behaviour. Children were supported to recognise and respect others' feelings and emotions and were observed playing cooperatively, sharing, taking turns and supporting one another during play. As a result, children were relaxed and well supported, contributing positively to their overall wellbeing.

Mealtimes were relaxed and sociable, supporting children's sense of belonging. Children were encouraged to make choices about their food, promoting independence. They sat together and chatted comfortably, supporting communication and interaction with others. Children enjoyed a small treat during snack time on the day of inspection. We suggested the childminder continue to review the nutritional value of snacks to further support children's health, while ensuring they remain enjoyable.

Children's personal care needs were managed in a way that respected their privacy and dignity. Older children independently accessed the toilet, with younger children being supported to develop independence in toileting and handwashing routines. We suggested the use of individual flannels or suitable alternatives to minimise any risk of cross-contamination to further support good hygiene practices.

Personal plans were in place for all children and contained relevant information to support their wellbeing, including routines, dietary requirements and healthcare needs. These were developed in partnership with families and regularly reviewed. Communication with families was open, transparent and supportive, helping ensure continuity of care. We advised that written agreements and risk assessments should be put in place

for individual arrangements to further support children's safety and wellbeing. The childminder agreed, and we are confident this will be implemented.

The childminder demonstrated a good understanding of safeguarding procedures and how to promote children's safety and wellbeing. This provided confidence that they had the appropriate knowledge to recognise and respond appropriately should a concern arise. We discussed the value of developing a written child protection policy to strengthen safeguarding arrangements and ensure parents are aware of procedures, supporting positive outcomes for children, (see area for Improvement 1).

Children excitedly shared achievements from school, including "Star Writer" certificates and successes in Highland dancing. These achievements were warmly acknowledged and celebrated, helping children develop a strong sense of pride and boosting their confidence. The childminder valued and recognised each child's accomplishments, supporting their emotional wellbeing.

Positive interactions with families helped children develop a strong sense of belonging. Opportunities for family involvement were strengthened through regular events organised by the childminder, which families attended together with their children. These shared experiences helped to build warm, trusting connections between children, families and the childminder.

Parents described the service as 'family' and 'a home from home'. Further comments included, 'the childminder is kind and caring and knows the children well. I am very happy they are able to look after my child', while another commented, 'always so welcoming and a safe and loving environment' and, 'I can't thank the childminder enough for all that they do for my child'.

Areas for improvement

1. To support children's safety and wellbeing, the childminder should develop a written child protection procedure.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I am protected from harm, neglect, abuse, bullying and exploitation by people who have a clear understanding of their responsibilities' (HSCS 3.20).

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 continue to review their current learning needs and access training as appropriate, in order to further develop her service.

Standards:

4.11 I experience high quality care and support based on relevant evidence, guidance and best practice.

4.27 I experience high quality care and support because people have the necessary information and resources.

This area for improvement was made on 10 May 2018.

Action taken since then

The childminder engaged with updates from the Scottish Childminding Association (SCMA) and the Care Inspectorate to help keep practice current and informed. They had also completed first aid training. The childminder should now continue to access regular updates and training opportunities to maintain up-to-date knowledge and support positive outcomes for children.

This area for improvement has been met.

Previous area for improvement 2

The childminder should ensure that children's personal plans are reviewed every 6 months, or sooner, if the needs of the child change. Each child's plan should include information about the child's health and wellbeing needs and their likes and dislikes. This will help to make sure parents are fully included in identifying their child's particular needs and interests and help them keep track of how their child is developing in the service.

Health and Social Care Standards, My support, my life.
Standards:

1.15 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

1.19 My care and support meets my needs and is right for me.

2.17 I am fully involved in developing and reviewing my personal plan, which is always available to me.

This area for improvement was made on 10 May 2018.

Action taken since then

The childminder ensured that children's personal plans were regularly reviewed. Ongoing open communication and daily discussions with families ensured information was up to date, supporting children's individual and changing needs. At the time of the inspection, the childminder had the appropriate information to meet the needs of children attending the service.

This area for improvement has been met.

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	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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