

# Angela Bilham Child Minding

Irvine

**Type of inspection:**  
Announced (short notice)

**Completed on:**  
11 March 2026

**Service provided by:**  
Angela Bilham

**Service provider number:**  
SP2014986597

**Service no:**  
CS2014334188

## About the service

This service was registered with the Care Inspectorate on 03 March 2015.

The childminder provides a service from their home in the village of Dreghorn in North Ayrshire. The service is close to the local primary school and early years class.

Children have access to an enclosed back garden and large living room. Supervised access to the kitchen is also available.

The childminder is registered to care for a maximum of up to six children at any one time under the age of sixteen years, of whom a maximum of six will be under twelve, of whom no more than three are not yet attending primary school and of whom no more than one is under twelve months.

## About the inspection

This was an unannounced inspection which took place on 11 March 2026 between 09:30 and 12:45. 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 registration and complaints information, information submitted by the service and intelligence gathered throughout the inspection year.

In making our evaluations of the service we:

- Spoke with the childminder.
- Observed practice and daily life.
- Reviewed documents.
- Received feedback from four parents/carers.

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

- Self evaluation and improvement planning were developing well, with systems in place that supported reflective practice.
- Engaging play experiences supported children to be happy, confident and deeply involved in their learning.
- Children made choices, followed their interests and accessed a wide range of open ended resources, contributing to meaningful, child led play..
- Warm, nurturing relationships supported children to feel happy, confident and secure.
- Strong communication with families ensured children experienced consistent, individualised care that met their needs very well.

## 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 childminder was warm and nurturing in their approach with children and families. They engaged well in the inspection process and were open to ideas and suggestions we made throughout our visit. This showed clear capacity for improvement and the childminder was proactive in their approach to providing a high quality service for children and families. One parent told us: "The [childminder] is amazing."

The aims of the service were in place and these were clearly shown in everyday practice. For example, to respect individual children's needs the childminder had access further training and attended regular group sessions to support children's emotional wellbeing. The childminder advised that the vision and aims of the service had not been reviewed for some time and recognised that involving children and families more directly would strengthen shared ownership. This would also support the childminder to continue to provide a service that is reflective of the needs of all children and families.

Consultation with children and families was a strength of the service. The childminder regularly listened to children and families views and used this feedback to shape the service in meaningful ways. Parents and children were invited to complete questionnaires, which were dated to show ongoing engagement, and children had daily opportunities to share their ideas through simple choices, such as selecting play resources or choosing snacks. One parent told us: "My children are really happy going to the [childminder] and I feel secure in the fact that they are there to care and support me and my children." This approach promoted children's rights to be included and involved in decisions that affected them and supported families to feel include and valued.

Self evaluation and improvement planning were in place and were beginning to support the childminder to reflect on their practice and improve outcomes for children. Whilst the childminder was not yet using the most current Care Inspectorate 'A quality framework for the early years sectors: childminding they had been using the previous framework to support change and sustain improvement. To further support improvement, we advised the childminder to familiarise themselves with the new framework and begin to introduce this. An improvement plan was in place, and we discussed ways in which using the new Care Inspectorate framework will further strengthen the childminder's understanding. This will support the childminder to ensure planned actions and recorded evidence are more closely aligned, supporting clearer and more confident self evaluation.

## 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, engaged and having fun. During our visit they enjoyed experiences such as stories, drawing and outdoor play, including making their own tracks for balls and cars.

A wide range of natural and open ended resources were available, and these were easily accessible for children. This supported children to make choices and direct their own play. Some experiences were linked well to children's interests and preferences, which contributed to meaningful learning. For example, specific blocks were available for a child who enjoyed building and small world animal figures for a child who wanted to learn about them. There was potential to strengthen this further by recording children's ideas in the floor book, for example through simple mind maps, to show how their interests shaped future experiences. This will ensure children's voice is meaningfully captured and support and strengthen a child led approach to play.

Children's learning journals had been used well to record their experiences and progress. We asked the childminder to ensure photographs and observations were dated as this would provide a clear picture of learning over time. Observations were generally detailed and linked to curricular targets. We discussed how a more consistent approach to assessing and evaluating the planned learning would have strengthened this further. Tracking had been newly introduced using a local authority tool. This was updated termly and the childminder advised that to support them in completing these, children's skills were monitored over time to ensure they were reflective of children's stage and progression in learning. This may support the childminder in continuing to offer breadth and depth across children's learning and play, supporting progress over time.

Children had regular opportunities to develop early literacy and numeracy skills through a wide range of meaningful experiences indoors and outdoors. Activities such as building, sharing books, loose parts play, pouring and measuring with water, and exploring simple mathematical concepts while rolling cars down pipes supported curiosity, problem solving. Digital experiences were also available for children regularly, both in the childminders home and within the local community. For example, use of the smartboard at the library and occasional use of the laptop. The childminder had also purchased additional digital resources to extend learning. Continuing to develop and embed digital tools may further enhance children's learning across the curriculum.

Children benefited from regular access to the local community, which enriched their play and learning. Outings such as Bookbug sessions, toddler groups and local nature activities provided opportunities to develop language, social skills and confidence in outdoor environments. Visits to nearby parks offered space for active play, exploration and physical challenge. Children also spent time in the garden most days, with free flow access in warmer weather supporting independence and choice. These varied community and outdoor experiences contributed to positive outcomes for children.

## 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

The childminder was warm and nurturing in their approach and children responded with confidence and enthusiasm. Children were settled and happy and enjoyed inviting the childminder to join them in their play. For example, drawing and having a tea party in the garden. It was evident that the childminder knew children and families well and worked collaboratively with families to ensure children experienced responsive care that supported their emotional and social wellbeing. For example, working with other services to provide a blended placement, sharing targets and working cooperatively.

One parent told us: "The [childminder] is fantastic, fair and great with all the kids" As a result, trusting relationships had been formed, supporting children to feel valued and secure.

Personal plans were in place for all children and provided a clear structure for identifying and supporting individual needs. Plans were reviewed within six months, ensuring that information was mostly up to date. The childminder spoke through some individualised care and support for children and families, and we advised that this be documented within children's plans. Parents had been involved in setting targets, and there was evidence that agreed goals had been followed through in daily experiences. One parent told us: "The [childminder] regularly makes time for me and them to discuss my child's development and personal plan. I feel this has been something that has really benefited me personally as I work long hours and rarely get to do the drop off and pick up so having these meetings as an option has been fantastic for me." We discussed with the childminder ensuring progress on previous targets was reviewed at the beginning of each new plan. This would support the childminder to ensure strategies and support continued to be effective.

Snack and mealtime routines were calm, unhurried and highly nurturing. Children were able to make choices about what they ate, which promoted independence and supported their right to choose. When a child requested an alternative lunch, this was responded to positively, with plans made to involve the child in buying ingredients later in the week. This approach encouraged confidence, decision making and a strong sense of inclusion. Children enjoyed sitting together at the table, and the childminder sat with them, supporting conversations about their day and encouraging them to explore and enjoy the food on offer. This contributed to a relaxed social atmosphere where children felt valued and included.

The childminder used a range of communication methods had been used to keep families well informed. These included, daily verbal feedback, social media updates and a WhatsApp messaging group for sharing. This had been used to share policy changes and important information such as changes to car seat safety rules. These approaches supported strong partnerships, helping parents to feel involved and reassured, and ensured they had timely information to support their child's care.

## Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at [www.careinspectorate.com](http://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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