

Annie Campbell Child Minding

Motherwell

Type of inspection:
Announced (short notice)

Completed on:
17 April 2026

Service provided by:
Annie Campbell

Service provider number:
SP2005952194

Service no:
CS2005106022

About the service

Annie Campbell operates their childminding service from their family home in the New Stevenson area of Motherwell, North Lanarkshire. The childminder provides a care service to a maximum of six children at any one time under the age of 16-years. Numbers are inclusive of children of the childminder's family. At the time of the inspection, three minded children were present during our visit.

The children have the use of the accommodation on the ground floor living room and kitchen area, which also includes toilet facilities. At the time of the inspection, the enclosed back garden was not in use, children were using local outdoor spaces to play outside.

The service is situated nearby local amenities, schools, and nurseries.

About the inspection

This was a short notice, announced inspection which took place on 14 April 2026 between the hours of 09:30 and 12:15. 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
- Gathered feedback from families through online questionnaires
- Spoke with the childminder
- Observed practice and daily life
- Assessed core assurances, including the physical environment
- Reviewed documents.

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 a service is operating legally. At the time of this inspection, no improvements were identified relating to the core assurances.

Key messages

- The childminder demonstrated values led leadership, creating a warm, welcoming and nurturing setting where children feel safe, confident and emotionally secure.
- Self evaluation was developing and was increasingly informed by the Care Inspectorate Quality Improvement Framework and The Scottish Childminding Association (SCMA) tools, supporting reflective practice and a commitment to continuous improvement.
- Planned development of the outdoor space offered potential to further enhance wellbeing, physical development and outdoor learning experiences.
- Continued focus on flexibility and presentation of resources would further support deeper engagement and richer learning opportunities.
- High quality, nurturing interactions extend children's language, numeracy, curiosity and problem solving skills across daily routines.
- Calm, predictable routines were well managed transitions, help children feel secure and supported throughout the day.

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

QIs inspected: Leadership and management of staff and resources.

The childminder demonstrated effective leadership by establishing a clear vision, values and aims that prioritised a safe, happy and nurturing learning environment. This was evident in the warm and welcoming atmosphere where children felt secure, confident and cared for. A values led ethos promoted learning through play, where children were relaxed, happy and fully engaged in the bright, homely environment.

The childminder's nurturing and responsive interactions reflected professional values and supported children's emotional wellbeing and enjoyment. To further strengthen leadership practice, children and families could be more involved in reviewing the vision, values and aims. This would support shared ownership of the service's direction and reflect inclusive leadership and partnership working.

The childminder had introduced self evaluation processes to support improvement, with recent reflections focusing on plans to refurbish the garden area to enhance outdoor learning. While children accessed the local community daily, we discussed the benefits of having easy access to a garden area at the childminder's home. This would further strengthen the learning environment and ensure it was fully responsive to children's wellbeing needs.

The childminder was beginning to use recognised self evaluation tools, including those provided by the Scottish Childminding Association (SCMA) and the Care Inspectorate Quality Improvement Framework for Childminding. This demonstrated emerging leadership capacity through reflective practice and a commitment to continuous improvement. As these approaches become more embedded, they are expected to strengthen improvement planning and improve outcomes for children.

Positive outcomes for children were evident through their engagement, enjoyment and sense of safety. In practice, the childminder observed how children moved around the setting and engaged with activities, noting their confidence, awareness of risks and responses to guidance. For example, the childminder monitored how younger children navigated indoor spaces and how older children took turns safely. These observations were reviewed over time to identify progress in children's understanding of keeping themselves safe. The childminder used this information to adapt the environment, reinforce safety messages and update risk assessments, ensuring improved safety outcomes for children.

The childminder demonstrated a positive capacity for change, engaging openly in professional discussion and responding constructively to feedback. Children's and families' views were gathered informally; however, developing more systematic methods to capture and use these views would further align practice with the framework's expectation that leaders involve stakeholders in shaping improvement.

Informal quality assurance processes were in place to support children's health and wellbeing. While appropriate practices were observed, this would be strengthened by introducing more formal monitoring systems for key documentation such as, medication records and personal plans. This would improve oversight and ensure reviews are carried out consistently.

The childminder demonstrated a commitment to ongoing professional learning and development. They actively engaged in opportunities to refresh and enhance their skills, knowledge and understanding.

This included recent courses provided by the Scottish Childminding Association (SCMA) such as 'Understanding children development 5-8 years' and 'Think STEM - autism, ADHD and the senses'. This approach contributed to keeping up to date with best practice and supported children's health, safety, wellbeing and their play and learning.

A positive professional ethos was evident throughout the setting. The childminder showed pride and enjoyment in their role, modelling values based leadership and creating a nurturing environment where children were well supported to play, learn and develop.

Children thrive and develop in quality spaces 4 - Good

QI- Children experience high quality spaces

Children benefited from well designed, high quality spaces that promoted their wellbeing, comfort, engagement and sense of security throughout the day. The indoor environment was welcoming, calm and homely, which helped children to feel secure and settled. Children were relaxed and confident in their surroundings and were able to move freely within the space.

The areas used by children were bright, well maintained and appropriately furnished for children's age and stage of development. Resources were organised and mostly accessible, supporting children's independence and choice during play. This supported children to direct their own learning and remain engaged in experiences that met their interests and needs.

Children were deeply engaged in play, supported by a well organised environment that provided space for floor play, imaginative activities and quiet moments. The childminder used the space effectively to respond to children's interests and provide a balance of active and calm experiences, contributing positively to their enjoyment and wellbeing. The homely setting, familiar routines and comfortable furnishings helped children feel safe and cared for, while a calm atmosphere supported emotional regulation and smooth transitions throughout the day.

Outdoor play formed part of children's daily routines through regular access to the local community. This supported children's physical activity, exploration and connection with their wider environment. One parent shared "They enjoy going to the park, going on adventure walks and enjoying nature". We discussed how ready access to a dedicated outdoor space within the setting would further enhance children's experiences and wellbeing. Plans were in place to refurbish the garden area, and this was identified as an important area for improvement, as it has remained outstanding since the last inspection. The childminder demonstrated awareness of the importance of outdoor spaces in supporting children's health and development. Once developed, the garden has the potential to provide rich outdoor learning opportunities, supporting physical play, sensory exploration and creativity.

The childminder should continue to involve children in decisions about the environment, such as choosing resources or helping to shape play areas. This would strengthen children's sense of ownership and belonging and align with the framework's emphasis on children's rights and participation.

Children play and learn 4 - Good

QIs inspected: Playing, learning and developing.

Children experienced positive play and learning opportunities which supported their engagement, enjoyment and development.

Children demonstrated a sense of ownership of their play. They were confident within the home environment and independently selected resources that reflected their interests. This supported children to make choices in their play and learning, promoting independence and motivation.

The childminder consistently provided praise, warmth and encouragement, which supported children to feel secure and valued. These positive interactions contributed to children's confidence and social development. The childminder made effective use of everyday routines to model language and early numeracy, helping to extend children's skills in a natural and meaningful way.

A good balance of child led play and adult support was evident. The childminder sensitively followed children's interests while providing appropriate guidance to support learning. During the inspection, children were motivated, engaged and able to sustain interest in a range of activities. When one child initially appeared shy in response to a visitor entering the setting, the childminder responded with sensitivity, reassurance and calm support. This helped the child to feel safe and comfortable, allowing them to re-engage confidently in play.

The play environment was stimulating and supported learning through the use of some open ended and natural resources. Children showed particular interest in exploratory materials and a variety of loose parts, including a sensory board, fabrics and magnetic buttons. These experiences supported curiosity, problem solving and creativity, while encouraging children to explore materials independently and with confidence. "The childminder has so many different activities and toys to build various skills. Plenty of friends of various ages to help with social skills and as they are out in cafes, soft plays etc they are picking up very important life skills". This approach could be further extended by increasing the range and presentation of open ended resources to deepen learning and encourage decision making.

The childminder demonstrated a strong understanding of children's individual needs, interests and stages of development. Independence was actively encouraged through activities which were enjoyable and matched children's abilities. Interactions were caring, respectful and nurturing. Children responded positively to this approach and were settled, happy and clearly enjoying their play.

Activities were largely child led, with children able to access We discussed opportunities to further enhance how resources were organised so children could more easily see, access, and choose from a wider range of materials independently. Improving the presentation and accessibility of resources would further support children's engagement and extend play.

Planning approaches were flexible and responsive. Daily consultation with children supported their choices and interests, ensuring that play experiences were meaningful and relevant. The childminder had introduced methods for gathering children's views and recording their experiences, which were used to identify appropriate next steps. This helped children feel listened to and involved in shaping their own learning.

Observations were ongoing and informed planning decisions. Children's achievements were recognised and celebrated, supporting positive self esteem and motivation. The childminder regularly shared children's progress with families using a secure, closed online group. This strengthened communication and supported positive partnerships with parents. Feedback from children and families could support future planning by ensuring experiences matched individual needs and interests.

Children are supported to achieve 4 - Good**QIs inspected: Nurturing care and support.**

Children's emotional wellbeing was supported through the childminder's consistently warm, nurturing and responsive approach. Throughout the inspection, children were confident and relaxed. One Parent shared "The childminder is amazing with the children. They are very reliable, caring and thoughtful". The childminder remained attentive and emotionally available, offering gentle reassurance and sensitively supporting children's play when needed. This responsive approach helped children feel secure and emotionally supported.

The childminder described how they worked proactively to build children's confidence in exploring and engaging with a range of resources and materials. They regularly played alongside children, modelling how resources could be used in meaningful and purposeful ways. This patient and consistent approach supported the development of early play skills and increased children's confidence, to explore new experiences independently. This was evident during the inspection, as children engaged willingly and curiously with their environment.

Care routines were flexible and adapted to meet children's individual needs and preferences.

Personal care routines reflected children's established patterns from home and were adjusted in response to children's cues. The childminder respected each child's privacy and dignity during personal care. Good handwashing procedures were observed, and appropriate personal protective equipment (PPE) was used. These practices supported effective infection prevention and control and promoted children's health and wellbeing.

Children experienced positive snack and mealtime routines that were calm, sociable and enjoyable. Effective hygiene practices were embedded, with children supported to wash their hands and routines carried out consistently. The childminder provided appetising, nutritious and well presented snacks and lunches that children clearly enjoyed. At lunchtime, children were offered a balanced meal including a sandwich, cheese, ham, apple and cucumber. One child proudly gave a thumbs up to show their enjoyment. To further promote independence, we discussed the introduction of serving tongs to enable children to self serve during mealtimes.

Transitions throughout the day were well planned and managed sensitively. The childminder used calm, reassuring communication to support children to understand what would happen next. Children were gently prepared for transitions such as snack time and supported to follow routines like handwashing in an age appropriate way. The childminder explained the purpose of routines, helping children feel respected, valued and secure. As a result, children were confident and comfortable moving through the day.

Personal plans were in place for all children and had been developed in partnership with families. Registration information included detailed knowledge of children's health needs, routines and preferences. Discussion with the childminder demonstrated a good understanding of each child and their individual needs. Six monthly reviews, supported by parents, enabled the childminder to record progress, identify emerging needs and highlight children's achievements and next steps. This approach supported continuity of care and responsive planning.

Arrangements for supporting medication and children's health needs were understood and followed in practice.

Medication requirements were known to the childminder, and appropriate procedures were in place to ensure children's health and wellbeing were safeguarded.

Relationships with families were strong, respectful and meaningful.

The childminder communicated regularly with parents, sharing information about children's wellbeing, routines and progress. One parent shared "The childminder goes above and beyond for the kids & even the parents, such a lovely person". Parents were meaningfully involved in the service and their views were sought and valued. This positive partnership working supported consistency between home and the setting.

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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