

# Robinson, Susan Child Minding

Glasgow

**Type of inspection:**  
Unannounced

**Completed on:**  
10 July 2025

**Service provided by:**  
Susan Robinson

**Service provider number:**  
SP2009976338

**Service no:**  
CS2009234838

## About the service

Susan Robinson provides a childminding service from her home in a residential area within Eaglesham, East Renfrewshire. The childminder is registered to provide a care service for a maximum of six children up to 16 years of age, of whom a maximum of six will be under 12, of whom no more than three are not yet attending primary school and of whom no more than one is under 12 months. Numbers are inclusive of children of the childminder's family.

The service is within easy reach of local amenities including shops and parks. The childminder had eight children registered with their service, with varying patterns of attendance. At the time of our inspection, they was caring for one child.

## About the inspection

This was an unannounced inspection which took place on 7 July 2025 between 13.00 and 16.00. 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:

- Gathered feedback from eight parents
- Spoke with the childminder
- Observed practice and daily life
- Reviewed documents.

## Key messages

- Children were happy and confident in the childminder's care.
- Children benefited from the childminder's calm, kind, and supportive approach.
- Regular communication with families provided continuity of care.
- Children visited the library and local parks, which was supporting them to benefit from fresh air, explore nature and make connections within their local community.
- Parental feedback about the service was positive.
- The childminder was experienced and had attended training which was having a positive impact on the care they provided.

## 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

How good is our care, play and learning?	4 - Good
How good is our setting?	4 - Good
How good is our leadership?	4 - Good
How good is our staff team?	4 - Good

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

## How good is our care, play and learning?

4 - Good

### 1.1 Nurturing care and support

We evaluated this key question as good, where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

During the inspection there was one child present. We observed that the childminder had a warm and nurturing approach through their interactions. The child was comfortable chatting to the childminder, engaging with them in play and relaxing with them on the couch. The child presented as calm and comfortable in the childminder's home, demonstrating that they felt safe, secure, and well cared for. One child commented, 'The childminder looks after me and she's kind to me'. One parent commented 'I'm so grateful for the care and support that she provides for my child'.

Children's overall wellbeing was supported, through effective use of personal planning, taking account of children's likes, dislikes, personal routines, and any additional information shared by families. One parent shared 'The childminder takes a personalised approach to my child's development, ensuring they are engaged and challenged in ways that support their growth'. We discussed with the childminder updating and reviewing information gathered every six months in line with legislation.

The childminder recognised the importance of supporting transitions and used a new start questionnaire to gather parental input, enabling ongoing reflection and improvement of their service. One parent shared 'I always feel welcomed into the childminders home and feel very comfortable around them'. This approach supported a positive and individualised transition for the child and their parents. Children receiving personal care were supported in a dignified way, promoting independence such as handwashing after nappy changing. Appropriate personal protective equipment (PPE) was used to ensure children were kept safe and well.

The childminder had an updated medication policy, to reflect current guidance. We found that policies were in place to ensure parents' permission was sought, prior to administration of medication. Although no medication was in place, we ask this is reviewed on a three-monthly basis, in line with current best practice guidance 'Management of Medication in Daycare and Childminding Services'.

### 1.3 Play and learning

We evaluated this key question as good, where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Daily activities were planned around the needs of children. The childminder shared that the daily routine was flexible and offered a balance between being at the childminder's home and being out within the local community. Older children were involved in the planning of these trips, supporting them to express choices and ideas. Parents were happy with the activities on offer, including accessing the local community parks and library. This supported children within their local community, to access a range of experiences. One parent shared 'The childminder understands the importance of fresh air and physical activity in a child's development, and their outdoor adventures provide a wonderful balance to learning'. As a result, children were able to access outdoors frequently and regularly explore the natural environment.

Children had access to a variety of age-appropriate resources which included cars and train set, arts and crafts materials and books. Children were able to access further resources stored within the living room area. Play opportunities reflected children's current interests as the childminder used her knowledge of children's interests to plan activities, such as small world and role play experiences. This meant that children were able to make choices based on their individual likes and preferences, making them feel valued within their learning space. To strengthen the resources provided by the childminder, we signposted them to the 'Loose Parts Play Toolkit' from Inspiring Scotland. This would further support enriching opportunities for children's learning and development.

Children regularly received praise and encouragement through their interactions with the childminder. The childminder responded to children's interests by asking open ended questions, responding positively through body language and facial expressions, smiling and laughing alongside the child during play. The childminder was able to use her knowledge of the children to recognise when to step back, and when to intervene whilst encouraging their independence and choices during play. We observed the childminder supporting a younger child to rearrange the train track in a way that allowed the child to lead this activity. As a result, children were progressing well, and were happy and confident in their play.

## How good is our setting?

**4 - Good**

### 2.2 Children experience high quality facilities.

We evaluated this key question as good, where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

The childminder's home was comfortable, well ventilated, with lots of natural light. The living room was bright and airy, which provided ample space for children to play. There was floor space and tables and chairs available, where children could choose to play. There was also space for children to rest and relax as they wished. This homely environment gave a strong message to children that they mattered.

Children had space to play in the living room where they had access to a range of toys displayed to inspire children to self-select. The childminder made effective use of the large living room, which was well organised and equipped with a wide range of toys and resources for children to choose from. We observed a child confidently accessing this area to retrieve more train track to support their current interests. This supported children's play, learning, and independence.

The minded children accessed the local community daily. This meant that children benefitted from regular access to outdoor spaces which supported their connection with nature and promoted their wellbeing. Whilst children experienced open-ended natural resources within the community, we suggested that the childminder could strengthen this area within their home environment by considering developing loose parts play resources to allow further opportunities that support children's curiosity and imagination.

Risk assessments and policies were in place to ensure consistent approaches across the service, these included both within the childminders home and within the local community. The childminder should continue to review these regularly to ensure they remain relevant and in line with current guidance by adding dates of when they were updated. This would further support a safe and stimulating environment for children to relax and unwind.

The safe storage of children's personal information and the childminder's strong understanding of confidentiality supported effective data protection and respected families' privacy. However, we suggested that the childminder reviews and streamlines information stored, to support easier access to children's information as and when required.

Infection prevention and control measures were in place to keep children safe. For example, children being encouraged to wash their hands at key times and regular cleaning of surfaces and resources. This helped to protect children from the spread of infection.

## How good is our leadership?

4 - Good

### 3.1 Quality assurance and improvement are led well.

We evaluated this key question as good, where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

The childminder was welcoming, engaged well with the inspection process and was responsive to suggestions for further development. They were enthusiastic and committed to the ongoing improvement and development of their service, to achieve the best outcomes they could for children and their families. The childminder had a clear vision, values, and aims with children at the heart of her service, which was shared with parents. Positive relationships had been established with children and families, and the childminder knew them well. One parent shared 'The childminder is always so friendly, caring, and approachable. I trust them wholeheartedly to take good care of my child'.

The childminder spoke fondly of the children and their individual needs. They demonstrated high aspirations for them and how they supported them to grow and flourish. This meant that children received high quality care by a skilled and knowledgeable childminder. Children and families' views were actively sought, to inform the development of the service. Children's voices were evident through questionnaires, consultations, and daily feedback. For example, older children completed a questionnaire to share what they like about the service and what they would like to see more of. We suggested that this could be extended in the form of an improvement plan, to show how views are used to promote effective changes within the service.

The childminder ensured all parents knew how their child had spent their day. They shared regular communication with parents through a digital message application and chatted with families at collection and drop off times. One parent shared 'I always discuss my child's day with the childminder when I arrive to collect them. She is also great at updating me throughout the day via text on how my child's day is going. I love this as it makes me feel their day is part of my day too'. This told us that the childminder had fostered good relationships with families, and they were being kept actively informed and consulted on children's learning and development.

The childminder was developing their approach to quality assurance and evaluation. They were at the early stages of using the care inspectorate's quality indicators to reflect and review their service, then creating an action plan for next steps. This supported the childminders vision of moving their service forward, to promote best outcomes for children.

The childminder had developed a range of policies and procedures, these were available to parents, so they knew what to expect from the service. We reviewed accident forms and found that there was a reportable accident form not submitted to the care inspectorate. We asked the childminder to familiarise themselves with the 'Early learning and childcare services: Guidance on records you must keep and notifications you must make'. We were confident the childminder would action this in future to support children's wellbeing.

The childminder is registered with the Scottish childminding association (SCMA) as well as the Care Inspectorate which supported her to keep up to date with any new developments, best practice guidance and changes within the sector.

## How good is our staff team?

**4 - Good**

### Quality Indicator 4.1: Staff skills, knowledge, and values.

We evaluated this key question as good, where several strengths impacted positively on outcomes for children/people and clearly outweighed areas for improvement.

The childminder engaged with children in a responsive and respectful manner, fostering their self-esteem and confidence. Positive behaviour was consistently promoted through her role modelling of kind language and friendly interactions. They recognised the importance of building strong relationships with children and families, through patience and kindness. One parent shared 'The childminder is really caring and has developed an incredible relationship with my child over the years'. This enabling attitude supported children to achieve their potential through positive interactions and experiences.

The childminder demonstrated a dedication to helping children thrive and flourish. Her warmth, kindness, and ethos of mutual trust, honesty, and respect created a happy, secure, and supportive environment, for both children and their families. The childminder demonstrated reflective practice and professional values in all aspects of their role. They were committed to ongoing learning and showed a strong sense of responsibility in ensuring children experienced high-quality care and positive outcomes.

The childminder completed mandatory training courses which ensured the childminder's knowledge was up to date. The childminder remained well-informed through accessing the Scottish Childminding Association (SCMA) and actively participated in available training opportunities. They had pro-actively sourced and attended additional online training, relevant to their service and for the children and families they supported. This included 'Think STEM - Autism, ADHD, and the senses' and 'Achieving smooth transitions'. A digital training log was in place which identified further training opportunities. This meant that children and families benefitted from the childminders commitment to meeting individual needs.

The childminder maintained positive links with other childminders, which resulted in the sharing of good practice and ideas. As a result, this provided the childminder with a good network of support, which further enhanced good quality practice and experiences for children.

## 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

How good is our care, play and learning?	4 - Good
1.1 Nurturing care and support	4 - Good
1.3 Play and learning	4 - Good

How good is our setting?	4 - Good
2.2 Children experience high quality facilities	4 - Good

How good is our leadership?	4 - Good
3.1 Quality assurance and improvement are led well	4 - Good

How good is our staff team?	4 - Good
4.1 Staff skills, knowledge and values	4 - Good

## To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and help services to improve. We also investigate complaints about care services and can take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

You can also read more about our work online at [www.careinspectorate.com](http://www.careinspectorate.com)

## Contact us

Care Inspectorate  
Compass House  
11 Riverside Drive  
Dundee  
DD1 4NY

[enquiries@careinspectorate.com](mailto:enquiries@careinspectorate.com)

0345 600 9527

Find us on Facebook

Twitter: @careinspect

## Other languages and formats

This report is available in other languages and formats on request.

Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànan eile ma nithear iartras.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿਚ ਉਪਲਬਧ ਹੈ।

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.