

Rise and Shine Child Minding

Glasgow

Type of inspection:

Unannounced

Completed on:

1 July 2025

Service provided by:

Clare Miller and Patricia Miller a
partnership Clare Miller and Patricia
Miller a partnership

Service provider number:

SP2010011134

Service no:

CS2010272215

About the service

Rise and Shine is a childminding service provided by Clare Miller and Patricia Miller. The service is registered at Clare Miller's family home in Cambuslang, South Lanarkshire. The childminders can provide a care service to a maximum of seven children up to the age of 16 until 24 December 2025. This will then revert to a maximum of six children up to the age of 16. Numbers are inclusive of members of the childminders' family. There are currently four children registered with the service. Children are cared for in line with the conditions of registration.

Children have access to the downstairs of the property which includes a living room leading on to an enclosed rear garden, kitchen/dining area and bathroom. The service is close to nurseries, schools, parks and public transport links.

About the inspection

This was an unannounced inspection which took place on 1 July 2025 between the hours of 09:15 and 12:30. Feedback was shared by telephone later that day. 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 four children using the service and received four questionnaires from families
- spoke with both childminders
- observed practice and daily life
- reviewed documents.

Key messages

- Both childminders were kind, caring and nurturing and knew children well. This contributed to all children feeling safe, secure and loved.
- We advised children's personal plans should be reviewed with parents in line with legislation. This would ensure individual plans were a current reflection of each child's care, support and wellbeing needs, with agreed next steps in play, learning and development and how these would be supported by the service.
- The homely environment provided sufficient space for children to play both indoors and outdoors. They also accessed places in the local community.
- Both childminders had good experience and knowledge of child development and children's care. They were keen to continue to source additional training and learning opportunities to support improvement and their own professional development.

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

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

Quality indicator 1.1: Nurturing care and support

Both childminders were kind, caring and responsive to children's individual needs, requests and interests over the course of the inspection. They knew children and their families well, which contributed to children feeling safe, secure and loved. All four parents who completed our questionnaires strongly agreed they had a good relationship with the childminders and were fully involved in their child's care. They added, "I get daily updates and they know my child well" and "Tricia and Clare give me a breakdown of my child's day verbally after each visit and also provide a care diary for them. This is super useful as we can talk about ways to make things better. They're really accommodating when we choose to start a big milestone, for example, dropping a nap, removing the dummy. They've been so supportive."

Personal plans were in place for all children as required. We advised where these should be expanded following reviews with parents. This would ensure plans were a current reflection of each child's care and support needs with agreed next steps in play, learning and development, demonstrating how these areas would be supported in the service.

(See Area for Improvement 1).

Where children required medication to be administered, the relevant consent and administration of medication forms were in place. Ensuring all relevant sections were completed would contribute to children's overall health, safety and wellbeing.

The service followed and promoted healthy eating and drinking. Water, milk and all food and snacks were provided for children, while respecting individual family's wishes. We advised the childminders to ensure children's water bottles were easily accessible to them throughout the day. This would ensure children remained hydrated and promote their independence.

The childminders knew children's individual preferences and asked them what they would like for lunch. One child wanted to help with lunch preparations. They asked, "How many plates do we need?" Children were seated in highchairs facing each other, which created a pleasant, sociable experience for children. Both childminders were aware of the importance of sitting with children as they ate. This ensured their safety from choking and maintained a homely, relaxed atmosphere with pleasant conversation. Parents told us, "Freshly cooked meals daily and lots of fruit" and "My child had healthy and nutritious meals which are expanding their palette and allowing me to give them a wider variety of things at home too."

The childminders knew the importance of sleep for children's overall development. Children's routines were followed, with younger children sleeping flat in a pram as advised by safe sleeping guidance. One childminder demonstrated their nurturing approach by singing and soothing a young child to sleep.

Children's safety was promoted by the childminders. They had both completed child protection training recently and discussed their roles and responsibilities should any concerns arise. All areas, exit doors and gates were safe and secure and risk assessments undertaken prior to children's arrival. This contributed towards children's overall health, safety and wellbeing.

Quality indicator 1.3: Play and learning

Children were happy and settled playing with a variety of toys and resources when we arrived. These were suited to the age and stage of development of the children present. Children could make individual choices from additional resources which were stored at their level. This supported children's independence and offered them choice in their play. One child told us, "I've made shoes!" when experimenting with magnetic tiles.

Play experiences developed children's skills in language, literacy and numeracy naturally throughout the day. Examples included counting how many children there were for lunch, children measuring their feet during imaginative play, the childminders sharing familiar stories and songs with children and drawing and printing activities. These child-led experiences supported children's learning in a relaxed, meaningful way.

Children were keen to share their drawing books, photographs of activities and experiences of their time at the service with us. They added, "That's me when I was a baby", "We were at the park" and "There's you!", while pointing to a friend in a photograph. This gave children a sense of belonging and supported discussions with the childminders about their growth, development and interests.

The garden had a fixed climbing frame, with grassed and paved spaces for active and energetic play. This area had been risk assessed to ensure children's safety. As the garden was accessed directly from the living room, this offered good opportunities for free flow play and fun between the indoors and outdoors. We discussed how this area could be used effectively to meet all children's needs and requests throughout the day and in all weathers.

There were additional opportunities for play and learning through visits to local parks, libraries and toddler groups. This created connections to children's local and wider communities.

Parents told us their child had opportunities to play outdoors often. They added, "Playing in the garden with water play on brighter days, walks and picture hunts in the park" and "Mostly when the weather is nice. In winter outdoor time is minimal."

Areas for improvement

1. To support children's care, learning and development, the provider should ensure children's personal plans are reviewed and updated with parents in line with legislation. Individual next steps and how these will be supported in the service should be discussed, agreed and recorded.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: "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" (HSCS 1.15).

How good is our setting?

4 - Good

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

Quality indicator 2.2: Children experience high quality facilities

Care was provided from the downstairs of the childminder's property. Their home was clean, tidy and well-maintained. There was plenty of natural light and ventilation. Children had places to store their belongings, which gave a message to children that they mattered. One parent commented, "The house is always immaculate and is incredibly child safe, whilst also having lots of toys and space to explore."

The living room had cosy, comfortable spaces for children to rest and relax, floor space for play and a table for table top games or drawing. The dining table was used for eating or larger table top activities, with areas used flexibly. Children could easily and independently access the bathroom and could use this when needed. This offered a homely environment and met children's needs and choices. Although children had daily opportunities for fresh air and outdoor play, we discussed how the garden could be used more effectively and flexibly throughout the day. This would offer children more choice and independence in directing their play.

The childminder discussed their nappy changing procedures which were in line with good practice. Although the childminder washed their hands before preparing food, the children were not asked to wash their hands before eating their lunch. Hygienic practices were not followed for a child's dummy which fell on the floor. To contribute to maintaining a safe, hygienic environment for children, we shared hand hygiene and infection prevention and control guidance. (See Area for Improvement 1).

We discussed the safe storage of children's personal information to ensure this was in line with general data protection requirements (GDPR). The childminder planned to purchase a locked file to manage paper files more securely and was registered with the Information Commissioner's Office (ICO) in relation to online information sharing with families. This contributed to ensuring families confidential and personal information was managed effectively and stored securely.

Both childminders used their cars to transport minded children. The relevant insurances, car seats and maintenance requirements were in place. This contributed towards children's safety when travelling.

Areas for improvement

1. To support children's health, safety and wellbeing, effective hand hygiene procedures and infection prevention and control guidance should be consistently followed.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: "I experience high quality care and support based on relevant evidence, guidance and best practice" (HSCS 4.11).

How good is our leadership?

4 - Good

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

Quality indicator 3.1: Quality assurance and improvement are led well

There was a shared vision, values and aims for the service. Having moved the service to different premises recently, this naturally supported a review and update of policies and procedures. We advised amending some telephone numbers and contact details for the Care Inspectorate and social work to assist the childminders and families with any future communication.

Although there were no formal systems in place for quality assurance, self-evaluation and service development, the childminders were confident in the service's priorities to support children and families. Most recently, this had included a focus on transitions and settling children into their new environment. This had resulted in positive outcomes for children. We observed children to be happy and confident during their play and routines throughout our visit.

Parents agreed they and their child were involved in meaningful ways to help develop the service. We shared information on the Care Inspectorate website and Scottish Childminding Association (SCMA) website which may assist with future self-evaluation and improvement plans.

The childminders reflected well together. They were receptive to feedback and advice. They recognised the importance of using the views of children and families to inform planning and service development and had regular communication with families through daily conversations, care diaries and text messages. They planned to consider additional methods to seek families views and suggestions going forward, for example online surveys. This would contribute to the improvement focus.

All four parents strongly agreed that overall, they were happy with the care and support their child received at the service. We asked children and parents the most positive aspects of the service and what they liked best. They told us, "Clare and Tricia are like family to me. I call them 'Granny'", "The fact that I'm leaving my child in a family feel, child centred environment. My child's confidence with children has grown so much since starting with Tricia and Clare" and "I feel like I'm leaving my child with trusted family - they are open and kind."

How good is our staff team?

4 - Good

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

Quality indicator 4.1: Staff skills, knowledge and values

Both childminders were kind, caring and nurturing in their approach. They had good experience and knowledge of childcare and child development and used their knowledge and skills to support individual children and families. Open and trusting relationships had been built and maintained with families, with systems in place to welcome, support and reassure new families. This created a warm, welcoming atmosphere. Parents strongly agreed they had good relationships with both childminders. They added "Very friendly and keep me updated throughout the day" and "Tricia and Clare are fantastic, easy to chat to but also really professional. I feel like my child is in really good hands with them."

Both childminders were committed to their role and motivated to continuing their professional development. They had a supportive childminder friend and colleague which offered opportunities to discuss practice, share knowledge, ideas and training events.

The childminders had accessed some online training recently and discussed their training needs and areas of interest. We advised devising a training log with brief evaluations to note any training, research or reading planned for or completed. Training and reading would support their individual professional development and the service as a whole. Brief evaluations would highlight each childminder's learning, the impact and outcomes for children and their families as well as on each childminder's skills, knowledge and values. This would ensure children continued to experience high quality care based on relevant and current evidence, guidance and best practice.

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

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

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