

Louise's Buzzing Bees Childminding Service

Child Minding

Glasgow

Type of inspection:
Unannounced

Completed on:
29 July 2026

Service provided by:
Louise Zanieri

Service provider number:
SP2024000044

Service no:
CS2024000316

About the service

Louise's Buzzing Bees Childminding Service is registered to provide a care service for a maximum of six children up to 16 years of age, of whom no more than six are under 12 years; 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 the childminder's family. The service is provided from the childminder's property in Cumbernauld.

The service is close to local amenities, schools and parks. The children have access to the kitchen, lounge and bathroom facilities on the ground floor of the premises. There is a spacious, enclosed garden suitable for outdoor play at the back of the property.

About the inspection

This was an unannounced inspection which took place on 27 July 2026 between 12:20 and 15:15 and between 15:50 and 16:50. The inspection was carried out by one inspector from the Care Inspectorate.

The service was registered in August 2024. This was the first inspection since registration. To prepare for the inspection we reviewed information about this service. This included registration information, information submitted by the service and intelligence gathered.

In making our evaluations of the service we:

- spent time with two children in the service
- spoke with the childminder
- received seven completed questionnaires from parents
- observed practice and children's experiences
- 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 that a service is operating legally. At the time of this inspection, no improvements were identified relating to core assurances.

Key messages

- The childminder's highly reflective practice and strong values promoted children's rights, wellbeing and participation, creating a nurturing and respectful ethos.
- Robust self-evaluation, quality assurance and professional learning supported continuous improvement, with opportunities to strengthen family involvement in service development.
- Children benefitted from a safe, inclusive and engaging environment that promoted independence, wellbeing and choice.
- Expanding open-ended and natural resources, outdoor challenge and child involvement in planning would further enrich play, participation and risk-taking skills.
- Children experienced play-based learning that promoted confidence, curiosity and progress across developmental areas.
- Effective planning and assessment supported individual learning, with opportunities for deep engagement and rich play experiences.
- Children consistently experienced kindness, positive attachments and strong relationships that promoted emotional wellbeing, security and a strong sense of belonging.
- Personalised care and effective partnerships with families ensured children's needs and voices remained central.

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 thrive and develop in quality spaces	4 - 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

Quality indicator: Leadership and management of staff and resources

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.

The childminder demonstrated a clear commitment to reflective practice and continuous improvement which supported the ongoing development of the service. They recently reflected on the vision, values and aims, with a clear focus on promoting children's rights and ensuring children's voices are heard and respected. The childminder's aim is to offer a service where children can experience love, security and respect. These values were effectively and consistently embedded in the interactions with the children. This demonstrated a strong commitment to placing children's emotional wellbeing at the centre of the service, while supporting their participation in decisions that affect them.

The childminder recognised the importance of ensuring that the vision and values remained relevant to all those using the service. As the service continues to develop, there is an opportunity to further strengthen and consolidate this shared vision through meaningful consultation with families. This will help ensure that the vision truly reflects the needs, preferences and aspirations of those using the service. It will also support a shared sense of ownership and direction for future development.

The childminder had undertaken an extensive self-evaluation of the service across all the quality indicators. This had provided a strong foundation for improvement planning and demonstrated a genuine commitment to evaluating the quality of care and support provided. We discussed the benefits of prioritising a smaller number of improvement actions at any one time to support a pace of change that is both manageable and sustainable. This would help ensure that improvement priorities remain achievable and continue to meet the needs and expectations of children and their families.

We also explored the importance of identifying realistic timescales for improvement targets and regularly reviewing progress against these. This approach would support the childminder to identify factors that may be supporting or hindering progress. It will also help them to determine whether additional time, resources or alternative strategies are required to achieve the intended outcomes. Involving families in evaluating improvement priorities would further strengthen the process and maximise positive outcomes for children.

A quality assurance calendar had recently been introduced to support the systematic review of the service. The childminder reported that this was helping them track key tasks and monitor when different aspects of the provision required evaluation. This provided a structured approach to quality assurance and helped ensure that improvement activity remained ongoing and evidence-based.

The childminder maintained a comprehensive range of policies and procedures which had recently been reviewed and updated. These reflected current legislation, national guidance and best practice, providing a robust framework for the safe and effective operation of the service. Policies clearly communicated expectations and approaches, supporting consistency in practice and promoting a shared understanding with families.

The childminder maintained a strong commitment to continuous professional learning and development. A detailed record of training undertaken had been kept, demonstrating a proactive approach to keeping knowledge and skills up to date. Importantly, the childminder reflected not only on how this learning had enhanced their own confidence, knowledge and practice, but also on the impact it had on children's experiences and outcomes. This reflective approach supported a culture of continuous improvement and helped ensure that professional learning translated into meaningful benefits for children and families.

Children thrive and develop in quality spaces 4 - Good

Quality indicator: Children experience high quality spaces

We evaluated this quality indicator as good, where there were important strengths within the setting's work and some aspects which could benefit from improvement.

Children experienced a nurturing, welcoming and well-maintained environment that supported their safety, wellbeing and development. The environment was clean, hygienic and free from unnecessary clutter, providing children with a safe and comfortable space in which to play, learn and relax.

Resources were attractively presented and readily accessible to children, enabling them to make choices and independently follow their interests. The layout of the space supported children's autonomy and encouraged them to take ownership of their play and learning experiences. This helped them to develop confidence, decision-making skills and a sense of competence. To further enhance the breadth and balance of learning opportunities available, the childminder could expand the range of open-ended materials, natural resources and loose parts accessible to children. Resources such as pine cones, shells, wooden discs, sticks, fabrics, containers and other natural materials would enrich children's sensory, imaginative and exploratory play. Increasing access to these materials would support creativity, curiosity, critical thinking and independence while providing additional depth, challenge and interest across the play environment. To support ongoing development in this area, a copy of the Loose Parts Play - A Toolkit (Play Scotland 2019) was shared with the childminder for consideration as part of future improvement planning.

The childminder had created an inclusive environment where children were valued, respected and supported to feel a sense of belonging. The organisation of the space and availability and quality of resources reflected a commitment to meeting children's individual needs while prioritising their wellbeing and safety.

There were opportunities to build further on these strengths. The childminder should continue to develop outdoor play experiences that offer children greater opportunities for challenge, exploration and measured risk. Extending opportunities for climbing, balancing, transporting, constructing and investigating the natural environment would support children to develop resilience, confidence and problem-solving skills. This would also help children to assess and manage risk for themselves, supporting their independence and overall wellbeing. We also discussed the benefits of involving children in the design and development of the outdoor environment. This would further strengthen their sense of ownership and belonging within the service. Consulting with children about the resources, activities and experiences they would like to see outdoors would ensure that the space reflects their interests, preferences and emerging needs. This approach would support children's rights to participate in decisions that affect them, while promoting confidence, self-esteem and engagement in play.

Effective health and hygiene practices were embedded throughout the setting and helped support children's physical wellbeing. The childminder demonstrated a good awareness of health and safety standards and had risk assessments in place to identify and minimise potential hazards. This contributed to a safe environment where children could confidently engage in a range of experiences. We discussed the potential to further strengthen risk assessment processes through the adoption of a risk-benefit approach, which would place greater emphasis on children's participation and involvement in assessing risk. Incorporating children's views into this process would support them to develop an understanding of safety, make informed choices and learn how to manage calculated risks in an age-appropriate way.

Children play and learn 5 - Very Good

Quality indicator: Playing, learning and developing

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.

Children experienced warm, responsive interactions and a range of play opportunities that supported their learning and development. Children's play was valued as the primary vehicle for learning, with experiences designed around their interests, stages of development and individual needs.

The childminder was developing a responsive curriculum that reflected children's emerging interests and encouraged them to make choices throughout the day. Children confidently led their own learning and were able to independently access a wide range of resources stored at their level. This supported their autonomy, decision-making skills and confidence as they selected resources and directed their own play experiences.

Resources included a good balance of wooden and plastic toys, alongside books and some open-ended and natural materials. The childminder recognised the value of expanding this aspect of the provision further to enhance children's creativity, problem-solving and exploratory play (further discussion on this is under the section - Children experience high quality spaces).

Parents told us their children experienced fun activities in the community such as visits to parks, soft plays, toddler groups and trips by bus or trains. This was documented in the children's observations. A parent commented: "My child has access to a wide range of enjoyable and enriching experiences that support their development." They added: "They also take part in arts and crafts, dancing, music, and imaginative play activities. The variety of experiences helps my child develop social skills, confidence, creativity, and independence while having fun and learning through play."

During the visit, children were observed engaging happily in a variety of experiences that reflected their developmental stages. Children explored the environment with curiosity, investigating objects through sensory exploration and manipulation. They enjoyed accessing treasure baskets and playdough. This supported their sensory development, curiosity and emerging physical skills. At times, they sought reassurance and comfort from the childminder, who responded sensitively to their needs, helping them feel secure and confident to explore.

Through role play and imaginative experiences, children demonstrated emerging social skills, including sharing, turn-taking and consideration of others. Everyday play interactions provided valuable opportunities to extend learning through meaningful conversations and questioning. We discussed how such spontaneous play experiences can be used to support the development of early mathematical concepts, including counting, matching, sharing, sorting and one-to-one correspondence, helping children make connections between their play and real-life learning.

Treasure baskets, blocks and a variety of small world resources encouraged creativity, storytelling and problem-solving. We discussed opportunities to further enhance the quality of children's play experiences by reducing the number of available resources at one time. The childminder recognised that presenting fewer, carefully selected resources could help minimise overstimulation, promote deeper engagement and encourage children to sustain their play for longer periods. This was identified as a priority within the service improvement plan.

The childminder had effective systems in place to monitor and support children's progress. Regular observations of children at play, clear next steps in learning and developmental summaries across curricular areas provided a clear picture of children's development. Information was shared with parents through planned parent evenings held twice yearly and updates through a digital platform and daily conversations. This information was also used to review and update the children's personal plans. This helped ensure that learning experiences remained responsive to children's individual progress, interests and developmental needs.

Children are supported to achieve 5 - Very Good

Quality indicator: Nurturing care and support

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.

The childminder demonstrated a secure understanding of each child's personality, developmental stage and emotional needs, helping children feel safe, respected and valued. Parents shared with us: "[Childminder] is friendly, reliable, and communicates openly. I trust [them] completely and feel [they] genuinely care about my child's wellbeing and development", "I couldn't ask for a better childminder than [childminder's name] and I am so pleased that [they were] recommended to me."

The childminder skilfully read the children's verbal and non-verbal communication and used these cues effectively to guide interactions. They adapted their responses to provide the type of comfort and support most appropriate for each child. For example, some children received calm, gentle physical reassurance when needed, while others benefitted from encouragement, praise and engagement through conversation and play. Children appeared comfortable seeking support, demonstrating trusting relationships with the childminder. These responsive and consistent interactions helped children develop secure attachments, confidence and emotional wellbeing.

The childminder showed a good understanding of current approaches to children's rights and wellbeing and was continuing to develop a rights-based approach to practice. They reflected thoughtfully on the language used to describe children's actions, behaviours and preferences, ensuring it promoted respect, dignity and positive relationships. This approach was evident within the service's positive behaviour policy and children's personal plans, which reflected children's strengths, needs, preferences and individual experiences.

Strong partnerships with families supported the delivery of consistent and personalised care. Feedback showed that all seven families strongly agreed they were happy with the care and support their child received. A parent shared with us: "We have a chat at every drop off and [they] let me know what their plans are for the day. [They] also update on anything required throughout the day and provide a thorough written summary of the day and pictures." The childminder had developed a shared understanding of children's individual needs, interests and developmental progress. A parent told us: "[Childminder] regularly discusses my child's care, play, and learning with me, keeping me well informed and involved."

Personal plans were reviewed regularly with parents, including through planned parent evenings, providing opportunities to discuss children's experiences and identify next steps. A parent confirmed: "I am given opportunities to contribute to the development, and my opinions are listened to and valued. This collaborative approach helps ensure my child's needs are met and supports their overall wellbeing and development." We discussed how different sections of the personal plans may be reviewed using a variety of approaches depending on the nature of the information being considered. The childminder was encouraged to further reflect on ways to involve older school-aged children in reviewing their own personal plans, enabling them to contribute their views and participate in decisions about their care and support in a meaningful way.

Children's health and wellbeing were promoted through consistent daily routines and effective hygiene practices. Handwashing was embedded throughout the day, particularly before meals and after personal care routines, helping children develop positive self-care habits. Personal care was conducted respectfully, with children's dignity, privacy and preferences taken into account. The childminder worked collaboratively with the parents to provide children with daily opportunities for rest and sleep. A parent told us: "My child can rest and relax when needed. We are currently working on reducing naps, and [childminder] supports this transition while making sure my child still has appropriate quiet time."

Children's nutritional and medical needs were also well supported. Food was prepared and stored safely. The childminder described how the children would enjoy mealtimes together, promoting inclusion and positive social experiences. There was a clear understanding of individual dietary requirements. This was reflected in the robust arrangements in place to support individual healthcare plans, which were reviewed monthly with parents. As a result, children experienced high levels of wellbeing and safety and developed a strong sense of belonging.

Complaints

There have been no complaints upheld since the service registered. Details of any upheld complaints are published at www.careinspectorate.scot

Detailed evaluations

Leadership	5 - Very Good
Leadership and management of staff and resources	5 - Very Good
Children thrive and develop in quality spaces	4 - Good
Children experience high quality spaces	4 - 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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