

# M.A.M. Child Minding Service

## Child Minding

Alloa

**Type of inspection:**  
Unannounced

**Completed on:**  
13 March 2024

**Service provided by:**  
Murdina Baillie trading as M.A.M. Child  
Minding Se Murdina Baillie trading as  
M.A.M. Child Minding Se

**Service provider number:**  
SP2007963181

**Service no:**  
CS2010248620

## About the service

M.A.M. Childminding Service operates from their family home in Tullibody, Alloa. They are registered to provide care for a maximum of seven children at any one time under the age of 16, 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 will be under 12 months. Numbers are inclusive of the childminder's family. The childminder is registered with the local authority to provide funded places.

Children have access to a designated playroom, large hall, enclosed garden, ground floor toilet facilities and kitchen-diner area. The service is close to the school and nursery, local amenities and can be reached by transport links.

## About the inspection

This was an unannounced inspection which took place on Wednesday 13 March between 09:30 and 12:30. 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:

- observed three children play
- spoke with three families and received feedback from seven families via an electronic link
- spoke with the childminder
- observed practice and daily life
- reviewed documents

## Key messages

- Children experienced warm and nurturing attachments with the childminder.
- Children benefitted from high quality play and learning that ensured they had fun in play spaces and with resources that were of a high standard.
- Strong connections had been made with the community that supported learning.
- Strong partnership working with families supported continuity of care.
- Children's rights were respected as the childminder listened and valued their views.
- The childminder was aspirational and had an enabling attitude that supported children to reach their potential.
- Children and families benefitted from the childminder's commitment to professional learning.
- Effective and responsive risk assessments were in place to ensure children's safety and wellbeing.

## 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?	5 - Very Good
How good is our setting?	5 - Very Good
How good is our leadership?	5 - Very Good
How good is our staff team?	5 - Very Good

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

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

5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

### Quality indicator 1.1: Nurturing care and support

Children experienced warm, caring, and nurturing approaches from the childminder who had a very good understanding of their individual needs and preferences. The systems they had in place were effective in recording what was important to each child. They worked closely with families to ensure children's routines were consistent with home. One child told us "I feel cared for and enjoy helping." Families comments included "Murdina is warm, welcoming and I am confident that my child is well looked after.", "I trust my childminder, they keep my child happy and keep them safe. My child has learned so much from them.", "Outstanding care and attention to detail for each child is given." and "Murdina takes the time to cater to each individual child. She cares about development and ensuring all the child's needs are met. As a result, families had trust that their child was safe, and their needs were met.

Children were treated with respect. The childminder valued the importance of their rights. They listened to children, included them in planning for their interests and valued them as individuals. Children had a place to keep personal belongings and what was important to them. This gave a strong message that children mattered.

Children were supported to have a positive image of themselves. The childminder offered wipes so children could develop independence in self-care after mealtimes. Where personal care needed support, this was carried out in a way that ensured children's dignity.

Children had ownership over the mealtime experience, they were consulted about when they would like to eat. Children brought their lunch and snacks to the childminders home most days. They had space to eat together supported by the childminder at a table and chairs that was the right size for them. The childminder promoted healthy food choices and used the opportunity to talk with children during this routine. Every child was provided with their own drinking cup and the childminder promoted drinking water throughout the day to ensure hydration. Families told us they liked that they could see what children had eaten in a day and this reassured them their child had eaten a balanced meal. When meals were provided the childminder involved children in the planning and shopping for this. As a result, children experienced a mealtime that was unhurried, sociable, and relaxed.

Children's wellbeing was supported through very good personal planning. The childminder was clear of their responsibility to ensure important information was reviewed and updated regularly with children and families. Children completed 'all about me' sheets and displayed these in the room. This ensured the childminder and peers know what was important to them, their likes, and preferences. Families told us they regularly talk with the childminder to review children's information and agree how they will work together on next steps in care, play and learning.

A system was in place to support communication that meant families received regular updates and pictures throughout the day. Families said, "She communicates very well with us in regard to how our child is throughout the day.", "I love that I get a daily picture sent to me by Murdina." This meant they felt involved, and they could see the fun their child was having.

The childminder had an effective system in place to support the safe administration and review of medication should this be required. At the time of our visit, no children required medication. However, we reviewed previous records and were confident children's healthcare needs would be met safely.

### Quality indicator 1.3: Play and learning

Children were leading their play and interests. They were able to make independent choices from a very good selection of toys, open ended resources, and authentic equipment. Resources were organised in a way that promoted independence. Children told us they liked to play with the kitchen, make cars from boxes and read books. Families commented "It is an amazing setting, so much diversity of toys and activities take place. she is an amazing childminder.", "My child never feels bored and is learning so much but having the best time doing it. Learning through play and fun has helped my child so much." and "Great range of toys and activities, both indoors and outdoors." As a result, children experienced varied and fun play and learning that supported their development.

Planning for children's experiences was a balance of responding to their interests and observations and deepening learning through intentional promotion. Experiences ensured children benefited from real life learning and connection with their community. They visited the library weekly, attended book bug sessions, visited local attractions such as the museum, castle and nature areas and were involved in shopping for resources they needed. Families commented "I feel my child is in the best hands and has the most fun learning experiences.", "Murdina does a great job of including activities that interests her and includes a lot of outdoor play after school." This meant children had high quality experiences that ensured they were developing skills for life through rich and meaningful activities.

The childminder was attuned to each child's needs and preferences. They could tell us how they were supporting each child. For example, one child was beginning to use more words to communicate, the childminder repeated words back, sang and read stories to promote language development. As a result, children were making progress at a pace that was right for them.

The childminder had a very good understanding of child development. They used the wellbeing indicators to document children's progress and shared these with families. They took pictures of children engaged in activities linked to the indicators and shared these. Families told us they liked receiving regular updates during the day as this made them feel involved in their child's learning.

The childminder had a very good understanding of best practice guidance. They used these to record observations and next steps of play and learning. This meant they made effective use of documentation to ensure children were supported to reach their full potential.

## How good is our setting?

**5 - Very Good**

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

### Quality indicator 2.2: Children experience high quality facilities

Children benefitted from a childminder who had dedicated spaces in the family home for play and learning. Children had access to a playroom, ground floor toilet facilities, enclosed garden, sheltered area outdoors and space in the hall for personal belongings. Families told us "It's a lovely environment and a cosy homely setting." "Murdina provides a safe 'home-style' environment." Children moved freely around the spaces to lead their interests. This gave a strong message that children mattered.

The setting was furnished to a very high standard, well maintained, and benefitted from natural light and ventilation. The childminder carried out daily checks of the environments to ensure spaces were free from risks. They had detailed policies in place to support the delivery of the service. Policies were shared with families online and they were able to discuss these when they visited during transitions. Policies were regularly reviewed to ensure they reflected guidance. This meant families were familiar with the service offered. The childminder had pets in the home. Children were familiar with the pets and enjoyed spending time with them. The childminder had an effective system in place to ensure children's safety and wellbeing was not compromised. For example, the dog had a separate part of the garden. This meant children were able to play outdoors as the childminder had ensured spaces were free from contamination.

Infection, prevention, and control practice was embedded in everyday routines. The childminder had completed relevant training that promoted children's health and safety through high quality facilities. Children washed their hands at key times and surfaces were clean. The childminder provided single use hand towels to ensure any risk of cross contamination was minimised. Resources and areas were cleaned regularly. As a result, children played in a safe and well-maintained environment.

Risk assessments were in place to support the delivery of the service and the facilities. The childminder had a very good understanding of their role and managed changing situations and events effectively. This ensured children safety and wellbeing was prioritised.

## How good is our leadership?

**5 - Very Good**

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

### Quality indicator 3.1: Quality assurance and improvements are led well

Children and families experienced a welcoming, inclusive ethos. The childminder promoted their vision, values, and aim. They provided a safe, secure, and stimulating environment. This supported children to achieve through the provision of high-quality resources and engagement with the local community. As a result, children and families benefitted from a committed and enthusiastic childminder who supported positive outcomes for children.

The childminder was committed to improving the service. It was important to them to gather the views of children and families to ensure they were happy with the care, play and learning. They did this regularly through questionnaires and daily chats. Families told us "Murdina regularly asks for our views and checks in with us informally too.", "Very confident in my childminder. Very helpful and encouraging." This meant that they valued the important part all stakeholders played in improving the service.

The childminder had an improvement plan in place. They created this from their reflections on the service, feedback from families and national priorities. The plan included training, promoting good oral hygiene through toothbrushing and engaging with the local authority to reduce childcare barriers for families. As a result, children and families benefitted from the childminder's committed to providing a high-quality service.

## How good is our staff team?

## 5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

### Quality indicator 4.1: Staff skills, knowledge, and values

Children experienced warm, kind, and compassionate care from the childminder who was attuned to their needs and responsive to their wishes. Positive attachments had been made and it was evident that the childminder genuinely loved and cared for children. One family commented "Murdina is very in tune with my child. This lets me know that she truly cares about her well-being."

The childminder was aspirational and had an enabling attitude that promoted children to have fun as they played. As a result, children felt loved and secure in the setting that was like a home to them.

The childminder made effective use of supportive networks through registration with the Scottish Childminding Association (SCMA) and the Care Inspectorate. They used these connections to ensure they had relevant guidance and updates to support their service. Strong networking relationships had been established with other childminders that supported reflections and professional discussions. Community connections meant that they planned weekly events for children to play and learn together. For example, they had recently enjoyed learning about festivals celebrated across the world. This meant that the childminder had regular opportunities to reflect with other professionals and children experienced high quality learning through fun events.

The childminder was committed to engaging with ongoing training and professional reading. They kept a detailed learning log of training and recorded the impact this had on practice. Training included first aid, child protection and infection control. Training was shared with families. Families told us they were aware of the extensive training the childminder regularly completed. As a result, children and families experienced high quality care and support from a childminder who was dedicated and passionate about their role in ensuring children were care for by a highly skilled practitioner.

## 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?	5 - Very Good
1.1 Nurturing care and support	5 - Very Good
1.3 Play and learning	5 - Very Good

How good is our setting?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very Good

How good is our leadership?	5 - Very Good
3.1 Quality assurance and improvement are led well	5 - Very Good

How good is our staff team?	5 - Very Good
4.1 Staff skills, knowledge and values	5 - Very Good

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