

# SGR Childminding Service Child Minding

Glasgow

**Type of inspection:**  
Unannounced

**Completed on:**  
2 September 2024

**Service provided by:**

**Service provider number:**  
SP2023000050

**Service no:**  
CS2023000065

## About the service

SGR Childminding service is provided from the childminder's home in a quiet residential area within Kilsyth, North Lanarkshire. The childminder is registered to provide a care service to a maximum of six 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 is under 12 month.

Childminding takes place on the ground floor of the property. Children have access to a dedicated playroom, lounge, dining room and a downstairs bathroom. The service is close to greenspace, woodlands and transport links.

## About the inspection

This was an unannounced inspection which took place on 2 September 2024 between 08:45 and 12:00. 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 registration information, information submitted by the service and intelligence gathered since the service registered.

In making our evaluations of the service we:

- Observed children play experiences
- Observed interactions between the children and the childminder
- Spoke with the childminder
- Looked around the home and garden
- Reviewed service documents and records
- Reviewed feedback from one parent.

**Key messages**

- Children were happy, settled and relaxed in the care of the childminder.
- Positive relationships had been established with children and families.
- Children experienced a safe, clean and well maintained environment which supported their overall wellbeing.
- Children's play, learning and development were supported by activities appropriate to their age and developmental stage.
- Children benefited from regular outings within the local community to extend their experiences.

**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 were happy in the care of the childminder and sought reassurance when they needed it. The childminder was very attentive to children's needs and interactions were warm, nurturing and respectful. It was clear the childminder knew minded children very well and they shared with us how their care and development needs were being supported. The childminder knew children's personalities and routines and listened to children to ensure they felt valued and secure in their care.

Interactions between the childminder and children were kind, gentle and supportive. To help children feel heard and valued, the childminder was responsive to their cues and requests. For example, children were provided with cuddles when requested and the childminder recognised when they needed support with self care skills.

Personal plans supported children's wellbeing and development and helped the childminder to meet children's needs. Children's experiences were recorded within online learning journals and were shared with parents. These recognised children's achievements and recorded their developmental progress. There was photographic evidence which was shared with parents, of the wide range of activities that children accessed. These showed the depth and sustained nature of play which children took part in. Parents told us "[childminder] regularly update the Learning Journals with how [my child] is getting on and what he gets up to" and that they "get regular updates and when we ask for stuff to be implemented it is."

Children experienced a relaxed and sociable snack time where the childminder joined them at the table. This was a valuable time to have natural discussions as they talked about their day. The childminder knew their individual preferences and provided foods that met their choices and wishes. For example, yoghurts, toast and fruit. Children had their own water bottles, helping ensure they were kept hydrated.

Children's emotional wellbeing and security was supported through safe and sensitive sleep routines. The childminder recognised when children appeared to be tired and offered them space to sleep and rest when needed, which also reflected families' wishes and children's routines.

Positive relationships with parents had been developed and they commented positively on their child's care service. Parents told us the childminder had "great communication. Always gives us an update and we feel comfortable relaying information to [them] when needed " and "I feel like I can tell [them] anything about [my child] and it is in a non-judgemental space." Parents were warmly welcomed into the service, helping to establish strong connections. The childminder recognised the importance of parents being in the setting to maintain positive relationships, using best practice guidance to support this.

### Quality Indicator 1.3: Play and learning

The childminder had a good understanding of child development, which meant experiences and play were based on children's development and individual learning needs.

Children were actively involved in leading their play, ensuring a true child centred approach was embedded within the service. Children told us "I like the dinosaurs" and "I like going to the park."

Children benefitted from a range of planned and spontaneous experiences that promoted their interest and developed their choice and independence. One parent told us "[my child] has been exploring outside, and has had different indoor activities that involve getting messy which is one of [their] favourite things! Whilst the emphasis is on having fun, I can see that [childminder] is helping to guide [them] through interpersonal relationships and supporting [their] learning."

The childminder demonstrated a good understanding of child development and used this in practice to tailor their interactions. The skilful use of questions and interactions supported children to develop their ideas and share their thoughts and feelings. The childminder was attuned to children's communication cues, which helped ensure they responded appropriately.

We observed sensitive and supportive interactions, which were appropriate to the age and stage of development and supported children's play and learning. Children were supported to engage in a variety of play experiences that developed their skills in language, literacy and numeracy. For example, using descriptive language when exploring playdough.

Outdoor play was a strong feature of the setting, with children participating in a range of experiential learning within their outdoor environment. Children's play and learning was enhanced through connections to their local community. For example, visits to the local woodland areas, these opportunities supported children to learn about the natural world around them.

## 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

A warm, welcoming and homely environment was provided for children, to take part in a wide range of play experiences. The childminder's home was relaxed and safe for the children to explore and play, helping them feel secure and comfortable. One parent told us "it's clear that [childminder] cares about providing a comfortable and nurturing environment for my child."

Children had opportunities to play and explore in the dedicated playroom. In addition, opportunities for children to access the living room, dining room and kitchen in the property meant children had a variety of spaces to support their choices and wishes.

The childminder had thought carefully about where furniture was placed so children could have spaces to relax, play with friends and for messy play. The space enabled children to make independent choices and supported their play. Children could select toys and resources from boxes and open shelves at their height. The environment gave children the message that they mattered and their needs and interests were respected.

The childminder had started to introduce loose parts. These are natural materials that do not have a specific function or goal. They can be moved, taken apart and arranged, providing endless opportunities for children to develop their curiosity, imagination and problem solving abilities.

We suggested they should continue to develop opportunities for loose parts play, both indoors and outdoors, to further enhance opportunities for children to explore their natural creativity. We signposted the childminder to the 'Loose Parts Toolkit.'

Outdoor play and learning were a priority for the service and good use was made of outdoor spaces, this included a wide range of parks and woodland spaces. The childminder told us that children enjoyed being outdoors in all weathers, thus supporting them to maintain a healthy lifestyle.

Children were protected from harm through a variety of safety measures. These included, secure gates in garden, good supervision, and safety gates within the setting.

Children's safety and wellbeing was promoted through effective infection control practices, which minimised the potential spread of infection, supporting a safe environment for children. Children were encouraged and supported to engage in hand hygiene practices at key times, for example before snack and after visiting the toilet. Appropriate nappy changing procedures were in place and PPE was worn. Clear policies and procedures supported the childminder to minimise the risk of spread of infection in their service.

## 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 improvement are led well

The childminder was welcoming and engaging during the inspection. They were keen to get it right for children and were receptive to feedback that was given. Children experienced a service that reflected the service's vision, values and aims. This included ensuring children's voices are heard, ensuring a stimulating environment and working closely with parents. Parents felt listened to in the service and told us "[childminder] maintains open lines of communication with me and takes feedback on board to develop [their] work."

The childminder was committed to ensuring they regularly reflected on their practice and the service they provided. Through their own self-evaluation, they had identified the strengths and where improvements were needed, recording when actions were taken. The childminder used the Care Inspectorate's 'A quality framework for daycare of children, childminding and school-aged childcare' focusing on reflective questions to support their thinking and developments. This meant children experienced high quality care influenced by current best practice.

A number of policies were in place to support the delivery of service. These were regularly updated, to ensure they were reflective of current best practice. The childminder ensured records were stored in a way that was organised, easily accessible and were meaningful to their service. We discussed adding additional information into some policies. The childminder agreed to address this.

The childminder was registered with the Scottish Childminding Association (SCMA), regularly accessed the Care Inspectorate Hub and engaged with other childminders. This helped the childminder keep up-to-date with guidance, training opportunities and share practice with others.

Communication between the childminder and families took place through a variety of ways. This included face-to-face discussions at drop off and collection times as well as through digital means. For example, text messaging. One parent told us they can "go in and have a look at what they've been up to when I go to collect my child."

## 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 received care in a high-quality service where relationships matter and children were supported to feel valued and loved. The childminder was responsive to the needs of children. This helped promote strong relationships with children and families, which helped support children's wellbeing.

Children benefitted from the childminder's warmth, kindness and compassion. The childminder knew the minded children well and was intuitive to their individual needs, providing personalised care. They supported children by playing with them, chatting and building strong attachments. One parent told us "I know that [childminder] is looking out for [my child's] best interest."

Children were supported in their play and development of social skills and showed enthusiasm when the childminder joined in with their play. The childminder recognised and valued the importance of play and this was evident through their active play opportunities. Recognising the importance of fun in children's play enables their learning to be taken forward in a way that is meaningful to them. One parent told us "there's always something different to do each day, like learning through baking."

The childminder demonstrated a commitment to their own learning and development. Recent training included, parental involvement, think STEM, Autism and exploring our senses. We suggested that the childminder should now record post training evaluations, to include a reflection of learning. Reflections of learning would enable the childminder to revisit and reflect on how learning opportunities have supported them to develop their practice, support children's wellbeing or further outcomes 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?	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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