

# Safe Hands Childminding Services Child Minding

Glasgow

**Type of inspection:**  
Unannounced

**Completed on:**  
14 November 2024

**Service provided by:**  
Yousra Ahmed

**Service provider number:**  
SP2023000350

**Service no:**  
CS2024000059

## About the service

Safe Hands Childminding Services provides a childminding service from their home in a residential area in the east end of Glasgow. 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 no more than five 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.

At the time of our inspection, there was one child registered with the service.

Children are cared for in a spacious living area, kitchen, hall and have access to a bathroom on the same floor. The service is close to local parks, a library and can be accessed by public transport links.

## About the inspection

This was an unannounced inspection which took place on 14 November 2024 between 09:00 and 11:00. Feedback was provided on 15 November 2024 at 13:00. 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. In making our evaluations of the service we:

- Spoke with one child using the service and gathered views from their family
- Spoke with the childminder
- Observed practice and daily life
- Reviewed documents

## Key messages

- Children benefitted from warm, loving interactions which supported them to feel safe and respected.
- The childminder used language effectively to support children's understanding.
- The spacious environment supported children to move freely and feel comfortable in the home.
- Involvement in the local community afforded children opportunities to explore and be included.
- Self-evaluation supported continuous improvements for children and families.
- Sleeping arrangements for children could be further improved to support their health 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?	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 strengths impacted positively on outcomes for children and outweighed areas for improvement.

### Quality Indicator. 1.1: Nurturing care and support

Children attending the service were settled and happy in the childminder's care. They approached the childminder with confidence to seek comfort and to initiate play, highlighting that they felt secure and comfortable. The childminder responded to the child's cues in a warm and nurturing manner. This helped to develop positive attachments and supported the child to feel safe.

Children's overall wellbeing was supported through the use of personal planning. The childminder gathered important information from families about children's needs, routines and preferences. We encouraged the childminder to identify children's significant needs and plan how to meet them. This could help support children to develop their health, wellbeing and learning. Recording children's progress helps them to reflect on their play and learning, celebrating their achievements.

Children enjoyed unhurried meals and snacks provided by their parents. Children also had access to fresh drinking water throughout the day, ensuring they were well hydrated. Although the childminder was close by when children were eating, they were not sitting beside them. This had the potential to compromise children's safety. We discussed with the childminder the additional benefits of sitting alongside children to create a more sociable experience, promoting informal chatter and opportunities to develop independence when eating. We were satisfied that the childminder would take this forward.

### Quality Indicator. 1.3: Play and learning

Children had fun while engaged with a range of resources and the childminder enthusiastically supported play. For example, role play with toy animals and a tea set. We discussed with the childminder how they could build upon children's learning by adding more challenge into play experiences. The childminder offered one experience at a time, which limited children's choices. Providing children with more choice, would enable them to explore toys and materials together, promoting opportunities to develop curiosity and imagination.

Children enjoyed playing hide and seek. One child said, "I hide, they count!" Children were excited and laughed while they looked for areas to hide. The childminder vocally supported this play, building enthusiasm and engagement of children. The childminder could consider adding some open ended materials such as boxes and materials to challenge problem solving further.

Children's language and literacy skills were supported through the use of books, toy animals, dolls and playdough. Once child said "I'm having juice, it's a teapot." The childminder repeated the names of objects which encouraged the children to attempt new words. Literacy experiences were further extended when the childminder took children to the library. This helped children develop a love of reading and promoted opportunities to enhance language and communication.

The childminder recognised the importance of sharing information with families. Photographs of children's experiences, with appropriate permissions, were shared with parents throughout the day.

This provided opportunities for children and families to talk together about their day. It also offered parents information that supported them to work with the childminder to progress their child's development.

The local community was well used by the childminder to extend their experiences. Children had fun as they visited parks, libraries and the local soft play. This also gave children opportunities to meet with peers from their local community. This supported their wellbeing and created a strong sense of belonging.

## How good is our setting?

4 - Good

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

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

Children benefitted from spacious rooms which enabled them to explore and participate in physical activities. Soft furnishing such as rugs and cushions were used to create a home from home environment. The setting was clean, free from clutter and provided lots of natural light. This meant that children's health and wellbeing was supported and gave them a strong message that they mattered.

The childminder's home had developmentally appropriate spaces for children. Toys reflected children's interests which encouraged their engagement in play. As a result, children had fun. Some toys and materials needed to be more accessible to children to encourage them to make choices within their play. We suggested that the childminder enabled children to access them more freely.

Children had the opportunity to rest throughout the day. They were able to relax on the sofa, supporting their wellbeing. Where children needed to sleep, individual bedding was not available. We discussed with the childminder the importance of ensuring minded children had sleep facilities that were easily cleaned before and after use. This would contribute to minimising any potential spread of infection. We have made an area for improvement in relation to this and will follow up on it at the next inspection (see area for improvement 1).

Where children needed personal care, the childminder wore disposable gloves and aprons to help minimise the potential spread of infection. Children had their own anti bacterial soap and towel dispenser for hand washing. As a result, the risk of spreading infection was minimised. To further enhance good hygiene practices, we advised the childminder to remove the pedestal rug around the toilet area.

### Areas for improvement

1. To ensure children's health and wellbeing, the childminder should make sure that sleeping arrangements are hygienic and safe. This should include but is not limited to, laundering sheets for individual children and ensuring sleep surfaces can be wiped down between use.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state: 'I experience an environment that is well looked after with clean, tidy and well maintained premises, furnishings and equipment' (HSCS 5.22).

## How good is our leadership?

4 - Good

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

### Quality Indicator 3.1: Quality assurance and improvement are led well

The childminder had a clear vision and aim for the service. This included providing a nurturing setting where children feel comfortable, secure, and valued. The childminder's values were evident in the kind and compassionate interactions observed throughout the inspection. Parents were aware of the bond that the childminder has formed with their children. One parent said, "When my child comes home from the childminder, they ask to go back."

Positive, trusting relationships had been established with children and families and the childminder knew them well. Informal conversations supported the childminder to provide responsive care that supported meeting children's needs. Through daily interactions with children, the childminder identified what they needed and adapted care accordingly. For example, the implementation of a flexible daily routine provided children with predictability.

We discussed with the childminder the benefits of formally involving families in the review and development of the service. For example, asking for specific feedback about aspects of service delivery. This could help the childminder to identify what is working well and what can be further developed to improve outcomes for children.

Since registering the service, the childminder has focused on development to meet the needs of children and families. Informal discussions with families helped the childminder gain a good understanding of children's needs and preferences. This informed decisions and reflection around the toys and equipment needed to support children's care and learning.

## How good is our staff team?

4 - Good

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

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

Interactions with children were supportive and respectful which promoted their right to be heard and treated fairly. The childminder recognised the importance of nurturing, responsive attachments. For example, when someone new visited, the children were reassured by the childminder with cuddles and encouragement. As a result, children were happy and confident as their overall wellbeing was supported.

The childminder kept up to date with developments in the sector. They were members of a large childminding group and received regular updates from them. This provided the childminder with valuable information to support reflection on and improvement of their service. We encouraged the childminder to maximise opportunities for professional reading. This could support them to build upon their existing knowledge and continually improve outcomes for children. In particular we signposted the childminder to safe sleeping guidance as referenced under quality indicator 2.2.

The childminder had undertaken some recent training, including first aid and child protection. As a result, they were clear on their roles and responsibilities in relation to safeguarding children. They understood what a child protection concern might look like and were clear about who to report that to. This contributed to keeping children safe. Additionally, the childminder was confident in identifying and managing potential risks to children. This was evident within the way they assessed and responded to every day risks within the environment to keep children safe.

As a newly registered service, the childminder had been developing their understanding of the role. They had created policies that supported their work, enabling them to provide good care and support to 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



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Care Inspectorate  
Compass House  
11 Riverside Drive  
Dundee  
DD1 4NY

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

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