

Elaine Michie Childminding Child Minding

Glasgow

Type of inspection:
Unannounced

Completed on:
2 May 2025

Service provided by:
Elaine Michie

Service provider number:
SP2010980210

Service no:
CS2010274061

About the service

Elaine Michie provides a childminding service from the family home in the Crookston area of Glasgow. The service is registered to provide a care service to a maximum of 6 children at any one time under the age of 16, of whom a maximum of 6 will be under 12, of whom no more than 3 are not yet attending primary school and of whom no more than 1 is under 12 months. Numbers are inclusive of the childminder's family/household.

Minded children are cared for in a dedicated playroom space, comfortable living room and dining kitchen. There is a safe enclosed rear garden for outdoor play. The childminder makes good use of local parks and facilities and regularly travels across the city to enhance children's experience.

About the inspection

This was an unannounced inspection which took place on 1 May 2025. The inspection was concluded on 2 May 2025 by telephone, confirming the inspection findings. 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 care for a total of three children using the service
- spoke with the childminder
- gathered the views of four families
- reviewed documents.

Key messages

- The childminder was warm, nurturing and loving in their interactions with children.
- Children were at the heart of the service and were cared for by a childminder who knew them and their families well.
- Children benefited from a childminder who spoke Gaelic and English, supporting their language development and connection to their family values and identity.
- Opportunities for play and learning were enhanced through experiences in the local and wider community.
- The childminder was experienced, knowledgeable and committed to training and 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?	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

The childminder demonstrated their love for the children they cared for through warm interactions, cuddles and genuine affection. Their approach to childminding prioritised the needs of children and families. Parents told us a key strength of the setting was it being a Gaelic service. This was significantly important to families and one parent commented: "It is such a bonus that Elaine is a Gaelic childminder. She provides an essential service at the most crucial stage in a child's language development. She also has a deep understanding of Gaelic culture and heritage. My child has opportunities to be steeped in activities linked to this which is very important." This respected family values and cultural identity and promoted a strong sense of belonging for children and parents.

The childminder knew children very well and was attentive to their individual needs. The use of Gaelic and warm, nurturing interactions supported close connections with children. Children were relaxed and confident in the childminder's care. We observed them initiating hugs and seeking closeness by sitting on their knee and holding their hand. Parents valued the relationships the childminder had with their children. One parent told us, "Elaine is a fabulous childminder. I trust her very much. She doesn't just look after children. She provides them with care and love." This contributed to strong, trusting relationships between the childminder, children and parents.

Personal plans were created in partnership with parents and contained information which supported children's individual needs. A favourite things section in the plan provided older children with opportunities to contribute to their plan to share their likes and dislikes. Plans were being formally reviewed with parents on a six monthly basis. This provided parents with opportunities to be involved in their child's care. The childminder shared that parents were very good at sharing information about their child's care needs on an ongoing basis through daily discussions. This supported the childminder to consistently meet children's current needs. We advised the childminder to record any significant changes that parents verbally shared. This would ensure plans contained a record of how children's needs were met through times of change.

The childminder provided homemade nutritious meals and snacks for children. They were mindful of what children ate at their other settings and developed a menu that ensured variation in children's meals across the week. Snack time was a relaxed and unhurried experience for children. Children were encouraged to help each other by passing napkins and giving out cups. The use of small booster seats on dining chairs ensured younger children were fully included alongside other children at the table. The childminder sat with the children, ensuring their safety, promoting good manners and engaging them in social conversations. This made snack an enjoyable social experience for all children.

Quality indicator 1.3: Play and learning

Children were relaxed, happy and confident in the setting. The childminder promoted a balance of planned and responsive experiences to support children's learning. Children were confident in leading their own learning. They independently explored a wide variety of resources including small world figures, books and the train set. Resources were stored in shelves and baskets that were easily accessible to children. This supported children to follow their own interests and be fully engaged in their play.

The childminder was skilled in interactions to support children's play and learning. They used praise and encouragement to help children work together to persevere to build the train track. This supported positive relationships between children. The childminder used effective questioning and comments to extend children's thinking and to consolidate their learning. Children were encouraged to recall the time they had seen a train together. This sparked children's interest and supported deeper engagement in play.

Children's language, literacy and numeracy skills were promoted through interactions, resources and wall displays. For example, a child was exploring coloured shapes. The childminder modelled Gaelic words to identify the colour and extended this by singing the rainbow song and pointing out the Gaelic colour visuals on the wall.

Learning was based on children's interests. Observations and information from parents informed younger children's interests. Older children were included in daily discussions and regular meetings to share their ideas and opinions. Children's learning was monitored through development reviews and observation reports linked to national guidance. This information was used to plan relevant next steps to support children's development and progress. Learning was shared with parents through reports, online platforms and daily discussions. This supported parents to feel involved in their children's play and learning.

Children's play and learning was enhanced through strong links to the local and wider community. Children accessed local green spaces and parks. This provided opportunities for play that developed children's physical skills. The childminder made good use of the city's transport links. Children visited places all around Glasgow and accessed a Gaelic toddler group and Bookbug sessions. This contributed to a strong sense of belonging within the Gaelic community.

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

The childminder created a warm, welcoming home where children and families were valued and respected. Children had access to their own playroom space, dining kitchen and living room. The areas used by children were clean, tidy and comfortably furnished. Soft furnishings and children's art work helped create a cosy and homely feel. One parent told us, "It is like a home away from home. It is a very friendly setting where you always feel welcome. Elaine goes above and beyond for my child." This helped children to feel valued and supported their sense of belonging.

Children moved freely between the playroom and living room to support their play. The living room offered a calm, cosy space where they could rest, relax and share stories and songs. The playroom was carefully considered in its layout and the selection of resources were developmentally appropriate for children of all ages. Easily accessible resources supported children's choice. This promoted their independence and ability to lead their own play.

The rear garden offered an enclosed, safe place for children to play. At the time of inspection, the rear garden was not being accessed by children due to some recent changes to improve the area. Plans were in place to clean the patio area and resources, and once fully risk assessed the garden would be open to children again. To ensure children had opportunities for daily outdoor play they were able to access the front garden area and near by park. This ensured there was minimal impact on children's outdoor play experiences.

All parents strongly agreed their children were cared for in a safe, secure and well-maintained environment. One parent told us: "Elaine's house is a great space. It is clean and tidy. Elaine is very vigilant." To maintain a safe environment, daily and monthly risk assessments and cleaning schedules were in place. They ensured systematic checks of the safety and cleanliness of the setting. This enabled children to explore freely and securely in an environment that was safe.

The childminder demonstrated good practices in infection prevention and control. Handwashing practices were in place at key points throughout the day such as mealtimes, toileting and nappy changing. The childminder consistently used aprons and gloves for nappy changes to minimise risk of spread of infection. To further minimise infection risks we advised that nappies should be stored in a sealed plastic container. This was actioned and put in place before the end of the inspection. Children benefited from infection prevention and control practices that supported their health and wellbeing needs.

How good is our leadership?

5 - Very Good

We found significant strengths in aspects of 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 cared deeply about the service they provided for children and families. Clear aims and objectives were in place and shared with parents prior to registration. This supported parents' understanding of the care provided and helped them to choose a service that was right for them and their child.

The childminder was committed to improving the service and used best practice guidance to support self-evaluation. This helped the childminder to identify strengths and areas for improvement. We viewed some evidence of progress being made within the plan and the positive impact this had. For example, processes had been put in place to ensure personal plans were completed with parents prior to children starting the service. This meant the childminder had key information needed to meet children's care and wellbeing needs from the first day they attended the setting.

The childminder understood the importance of consultation with children and families. Formal and informal consultation methods were used to support parents to contribute their views. This included questionnaires and daily chats. All parents strongly agreed they were involved in developing the service and commented positively on this. They told us: "Elaine will often ask if there is anything she can do or provide to better my child's experience" and "Elaine is always looking for feedback. We are always welcome to suggest things." Results from consultations were shared with parents through the childminder's newsletter. This helped parents understand how their views helped shape the service.

A range of methods was used to support ongoing consultation with children. This included daily chats, offering children choices throughout the session and meetings with older children to discuss resources, learning opportunities and other topics that were important to them. This supported children to feel empowered within the service and sent the message their voice mattered.

Children experienced high quality care and support as a result of the childminder's continual approach to self-evaluation and improvement. The childminder strived to ensure that their practice was in line with best practice guidance and reflected this within procedures. Families agreed and one parent shared: "It is clear Elaine is passionate about looking after children and providing a great 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

The childminder had a very good understanding of their professional responsibilities and worked within their conditions of registration. The childminder cared deeply about the children in their care and supported them with warm, kind and nurturing interactions. One parent told us, "Elaine does the job because she loves it and that comes across in her care. My child has a great bond with Elaine and their relationship is genuine. It is evident Elaine loves the children in her care." This meant children felt happy, safe and secure in the childminder's care.

The childminder was experienced and confident within their role. They were committed and motivated to learn and improve their practice, whilst promoting positive outcomes for children. They actively sought opportunities to enhance their professional knowledge and skills. This included accessing a range of learning and training through the Scottish Childminding Association (SCMA) and other training providers. More recently, the childminder had accessed support within their local community to learn Makaton signing to support children's communication and language skills alongside their use of Gaelic. They had established connections with a local Gaelic early years setting and plans were in place to participate in training opportunities offered to staff. This contributed to a good network of support which further supported quality practice and experiences for children.

The childminder understood their role in keeping children safe and protected. They completed child protection training on an annual basis and were confident in procedures to follow in the event of any safeguarding concerns. This contributed to an environment where children were safe and protected.

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?	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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Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

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