

Chloe's Childcare Child Minding

Dundee

Type of inspection:
Unannounced

Completed on:
19 May 2025

Service provided by:
Chloe Ford

Service provider number:
SP2023000258

Service no:
CS2024000052

About the service

Chloe's Childcare is a registered childminding service provided by Chloe Ford. The setting is delivered within a newly developed residential area of Monifieth. Children can use the ground floor of the home which includes a living room, kitchen, hallway, toilet and direct access to an enclosed rear garden.

The service is registered to provide a care service to a maximum of 6 children at any one time up to 16 years of age: of whom no more than 6 are under 12 years; of whom no more than 3 are not yet attending primary school and; of whom no more than 1 is under 12 months. Numbers include the children of the childminder's family/household.

About the inspection

This was an unannounced inspection which took place on Monday 19 May 2025 between 12.30 and 15.30. One inspector carried out the inspection from the Care Inspectorate.

To prepare for the inspection we reviewed information about this service. This included previous inspection findings, registration and complaints information, information submitted by the service and intelligence gathered throughout the inspection year.

To inform our evaluation we:

- spoke with three children using the service;
- spoke with the childminder;
- received feedback from four families;
- observed practice and children's experiences; and
- reviewed documents.

As part of this inspection we undertook a focus area. We have gathered specific information to help us understand more about how services support children's safety, wellbeing and engagement in their play and learning. This included reviewing the following aspects:

- safety of the physical environment, indoors and outdoors;
- the quality of personal plans and how well children's needs are being met; and
- children's engagement with the experiences provided in their setting.

This information will be anonymised and analysed to help inform our future work with services.

Key messages

- Kind, caring and nurturing interactions had been formed between the childminder and the children which supported a happy and relaxed environment.
- The childminder provided a homely, welcoming, well-maintained and safe environment for children.
- The childminder should continue to develop the self-evaluation of her service, identifying areas for development and implement a more formal approach to self-evaluation and quality assurance.
- The childminder was passionate, professional and was committed to her own 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?	4 - Good
How good is our setting?	5 - Very Good
How good is our leadership?	4 - 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?

4 - Good

Quality Indicator 1.1: Nurturing care and support

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

Children were happy, comfortable and busy during our visit. The childminder had formed positive relationships with children and their families. Four parents shared their views on the service and strongly agreed they had good relationships with the childminder. Parents told us "I feel so comfortable leaving my child with Chloe" and "Chloe has taken such good care of X and takes into consideration both our wants and needs".

The childminder worked in partnership with parents and regular information sharing took place through message functions and apps. For example, personal care, experiences, photographs and learning were shared on a regular basis. This supported the development of trusting relationships between the childminder, children and families.

Recorded information within personal plans contained basic information. For example, relevant contact information formed part of the plan and all about me's had been created and reviewed with parents. To strengthen the approach to personal planning and ensure children receive care that is right for them, we signposted the childminder to the 'Guide for Providers on Personal Planning', on the Care Inspectorate Hub, to support the development of personal planning.

We reviewed medication records and discussed how the childminder's approach did not follow current good practice. For example, consent and medication information had not been reviewed within the last three months. We outlined how information needed to be updated to ensure that children's health and welfare was fully promoted. We signposted the childminder to the 'Management of Medication in Daycare of children and Childminding Services' (Care Inspectorate 2024).

Snack time was an unhurried and relaxed experience for children, it supported opportunities for social interactions between children and the childminder. The childminder discussed foods and provided child sized tables, chairs and crockery. This supported comfort and safety.

Nappy changing was carried out respectfully and privacy and dignity was maintained throughout. Infection prevention and control was considered and the childminder used Personal Protective Equipment (PPE). This ensured that the risk of spread of infection was minimised.

The childminder appeared confident in recognising possible signs of abuse and had a good understanding of the processes to follow if she had any concerns about a child. This knowledge supported the childminder to keep children safe from harm or abuse.

Quality Indicator 1.3: Play and learning

Children had fun as they experienced a range of play, learning and development opportunities. They were confident in their environment and played both indoors and outdoors. Children showed an interest in using pens and were mark making and being creative with stones. Effective questioning took place during this play experience. For example, the childminder was discussing colours and sizes with the children.

The childminder had good knowledge of children's current interests and ensured appropriate resources were available. For example, they engaged children in play using sand, blocks, cars and read stories. These opportunities supported children to progress and achieve. Resources were well organised, accessible and language, literacy and numeracy were naturally incorporated into children's play. Families told us about their children's play experiences. Comments included, "my child enjoys storybooks, jigsaws, cars, dinosaurs and water play. I have seen all of these provided by Chloe" and "my child's speech has come on a lot in last few months".

The childminder regularly shared children's play and learning with parents using the Baby's Days app. Engaging families in the service ensured they felt included in their children's childminding experience. One parent told us "Through the app Chloe uses she can report everything to me throughout the day".

Children enjoyed outings to a variety of places in the local and wider community. For example, visits to playgroup, parks and local facilities were regularly provided. Parents told us "Chloe takes the children to toddler groups, soft play, library, parks, arts and crafts the list could go on and on". And "my child goes to local parks, visits the ducks, plays in garden with sand/water, plants, sunflowers, goes to farms and has picnics". These helped support children to progress, develop a broad range of lifelong learning skills and connections with their community.

How good is our setting?

5 - Very Good

Quality Indicator 2.2: Children experience high quality facilities

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.

The home provided children with a warm, welcoming and safe environment. The layout and organisation of furniture provided children with sufficient space and was structured to meet their interests and stages of development. For example, high quality chairs, tables and play stations supported comfort, exploration and creativity.

There was a wide range of resources available to children. For example, arts and crafts, books, construction sets, and opportunities for planting and growing. The toys and resources supported children's physical wellbeing and curiosity.

The garden area was accessible, free from hazards and secure. The free flow access from the living room meant children regularly accessed fresh air and supported active, healthy lifestyles. All parents strongly agreed 'My child is cared for in a safe, secure and well-maintained environment'.

When an accident or incident had occurred, the childminder had recorded this and shared details with parents. This supported the childminder to monitor children's safety and ensure their wellbeing.

Measures were in place to minimise risk and support children to be safe. Risk assessment were in place and the childminder demonstrated an awareness of hazards. PPE was available and regular cleaning of equipment and surfaces took place to ensure children benefited from clean spaces. Parents told us "Chloe's house is spotless. There is a stair gate at the bottom of her staircase". And "Chloe cares for my child as if she is a member of her family. She is truly amazing".

The childminder kept a log of who was attending the service daily and this supported them to keep children safe and ensured they were accounted for. Children's confidential information was stored securely and in line with general data protection regulations (GDPR).

How good is our leadership?

4 - Good

Quality Indicator 3.1: Quality assurance and improvement are led well

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

The childminder had created a happy and welcoming ethos in the service, which promoted a positive atmosphere for children to play and learn. One parent told us "I am always made to feel welcome".

Positive relationships had been created between the childminder and families. Daily discussions during drop off and pick up times meant families felt involved. The Baby's Days app also provided a method of effective communication to support information sharing and feedback. One parent told us "I have regular opportunities for providing feedback to Chloe. She is continuously looking to further develop her service".

The childminder was in the early stages of developing their approach to quality assurance and self-evaluation. They shared several changes that had been made within the service to support improvement. For example, the development of resources and policies.

There was scope to develop self-evaluation within the service to support continuous improvement through a formalised quality assurance approach. We encouraged the use of self-evaluation and highlighted the benefits of using quality audit tools, such as 'A quality framework for day-care of children, childminding and school-aged childcare' (Care Inspectorate 2022), to support self-evaluation.

Policies and procedures were in place to support the childminder to deliver a quality service. Policies were reviewed and we discussed how these could be improved. For example, to include links on how they reflected current legislation and best practice documents.

All families strongly agreed they had a good relationship with the childminder. This enabled the childminder to develop the service to meet children's needs.

How good is our staff team?

5 - Very Good

Quality indicator: 4.1 Staff skills, knowledge and values

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.

Children benefited from the childminder's caring and nurturing approach. Attachments had formed between the childminder and the children attending enabling a feeling of belonging, comfort, and security. The childminder was skilled at building positive relationships with both children and families, which helped create a warm and welcoming ethos within the service. Parents told us "my child has developed such a lovely relationship due to Chloe's kind and nurturing approach" and "I feel so comfortable leaving my child with Chloe".

The childminder was a member of the Scottish Childminding Association (SCMA) and had built relationships with other local childminders. This provided opportunities to share ideas and collate suggestions around the delivery of her service.

The childminder had opened her childminding service just over one year ago and showed a commitment to her learning to help develop and grow her service. For example, she had undertaken training and made use of professional development opportunities which included training in child protection, infection control, first aid and GIRFEC. We suggested the childminder could update and record post training evaluations to include a detailed reflection of learning. Reflections of learning would enable the childminder to revisit and reflect on how learning opportunities developed their practice and could support future practice.

Children benefited from a childminder who was motivated, committed and dedicated to continuous improvement. Parents shared with us "Myself and X are more than happy with Chloe's childminding service" and "My child is so happy to go in every morning and that is all I want for them, to be happy in a caring and homely environment".

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?	4 - Good
1.1 Nurturing care and support	4 - 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?	4 - Good
3.1 Quality assurance and improvement are led well	4 - Good

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

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