

McKenzie, Margaret Child Minding

Glasgow

Type of inspection:
Unannounced

Completed on:
29 April 2025

Service provided by:
Margaret McKenzie

Service provider number:
SP2003909491

Service no:
CS2003020326

About the service

The childminder provides a service from their property in a residential area on the outskirts of Glasgow. They 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 one is under 12 months. There was one child present during our inspection.

The service is close to local nurseries, green spaces, parks and other amenities. Local transport links are nearby. Children are cared for in a well thought out playroom, lounge and have access to toilet facilities. Children also have access to an enclosed front garden.

About the inspection

This was an unannounced inspection which took place on 29 April 2025 between 10am and 12pm. Feedback was provided on 29 April 2025 at 16:30. The inspection was carried out by two inspectors 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 last inspection. In making our evaluations of the service we:

- Spoke with the child attending the service
- Gathered views from two families
- Spoke with the childminder
- Observed practice and daily life
- Reviewed documents.

Key messages

- The childminder regularly engaged in training to ensure delivery of high quality care.
- The home was a relaxed and nurturing environment for children.
- There were strong nurturing and loving relationships between the childminder and the child.
- The childminder's experience, skills and knowledge, ensured that the child's individual needs were met.
- Involvement in the local community supported the child to engage in wider social 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.

1.1 Nurturing care and support

Relationships between the childminder and minded child were warm, nurturing and loving. For example, we observed them being cuddled, settled and happy. Parents told us "my child and I are always welcomed with open arms." Another added "it's a very welcoming environment, so understanding and helpful." This supported positive relationships.

The childminder knew the minded child well and responded appropriately to their cues. For example, when they became unsettled, the childminder nurtured and soothed the child. They provided the child with their chosen comforter to lie down on the sofa and rest, sitting beside them to offer reassurance. This helped the child feel secure. Families agreed and one parent commented, "My child has the opportunity to rest when needed." The childminder advised us that children would sometimes nap on the sofa. We shared safe sleeping guidance in response to this. The guidance advises that children do not sleep on a sofa to ensure their safety. The childminder was responsive to this and agreed to revisit the guidance.

Robust personal plans were in place which detailed children's interests and needs. The childminder actively engaged with parents before their child started and regularly reviewed the information to ensure it was accurate. For example, when a child was toilet training their plan reflected this. One parent told us "When I've needed extra support, the childminder has always accommodated this." The partnership approach to developing personal plans ensured that children received person centred care and support.

Parents provided meals and snacks for children and these were stored appropriately in the kitchen area. Children had access to water throughout the inspection and this ensured they were well hydrated.

Children's experiences and outings were captured in photographs. The minded child excitedly looked at the photos and pointed out their friends to us. Parents received photographs and updates of what their child experienced during the day through 'Whatsapp.' One parent told us "I'm always updated with photos and messages throughout the day and I feel comfortable leaving my child with them." This meant that children and families had the opportunity to celebrate successes and achievements together.

1.3 Play and learning

The minded child actively led their own play. They engaged in building blocks and invited the childminder to join them. The childminder spoke knowledgeably about the child's learning style and actively supported this to ensure that the child was learning through play. The childminder sensitively provided resources of interest to the child, helping them to explore and deepen their play. The child particularly enjoyed using pots and pans to create sound.

Access to a variety of amenities within the local community enabled children to be part of wider social settings. They regularly attended local groups for messy play and accessed local forests and parks with other minded children. One parents told us "My child frequently attends playgroup sessions to develop his social skills."

Another parent agreed and told us "My child gets the opportunity to play outdoors in the garden, goes for walks and enjoys time at the play parks." This supported children to explore the wider world and develop social skills.

On the day of inspection, the minded child was being taken to a local café for their lunch. This gave them the opportunity to interact with other members of the community, supporting them to develop their social skills.

The childminder was knowledgeable about child development and provided age and stage appropriate toys for the minded child. These were in a good state of repair and were regularly reviewed to ensure they captured the child's interests and met their needs. For example, the minded child displayed a specific interest in construction and was provided with building blocks and bricks to create their own models. This ensured that the minded child could explore and be 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.

2.2 Children experience high quality facilities

The childminder's home was a welcoming, nurturing environment for children to receive care. There was lots of natural light and toys and furnishings were well maintained. This sent a strong message to children that they mattered.

There were comfortable spaces for children to relax to support their wellbeing. Play spaces promoted opportunities for children to engage with a variety of toys and resources that were suitable to their age and stage of development. Materials such as books, building blocks and sensory toys were easily accessible and held children's interest during play. Children had the opportunity to choose what they wanted to play with, helping them to lead their own learning.

The play space indoors was sensitively structured to promote literacy throughout. Pens and paper, written words displayed on the walls and access to a range of books encouraged children to communicate and practice writing and drawing. The childminder facilitated lots of chatter, modelling words to help the child present communicate fully.

Children had access to a secure, spacious front garden where they could take part in physical activities. Strawberries had recently been planted and the child pointed to the plant pot where they were. The childminder discussed how they were growing fruit to harvest them for children to see the process. As a result, children were encouraged to explore and take care of their natural world.

Toys and resources were regularly reviewed to ensure they were in a good state of repair. For example, toys which required batteries were removed if they were not working and worn books were replaced with new ones. This ensured that children had access to well-maintained toys and resources to support their learning.

Overall, children received care in a clean environment that prevented the potential spread of infection. The home was clean, tidy and in a good state of repair. The childminder had two cats and two dogs within their home.

We were satisfied that the pet policy that the childminder had in place addressed some potential infection and control points associated with pets. To strengthen this further we asked the childminder to consider the risks involved with pets climbing on the kitchen worktops. We were satisfied that the childminder took immediate action to prevent this from happening in future.

Several safety measures were in place to protect children. There was a locked front door which the childminder monitored, a ring door bell system in place and safety gates to protect children from harm. Access to the secure outdoor garden was through the front door. The childminder knew where the minded child was at all times. This ensured that the child could explore risk within a controlled environment.

Children's safety was well supported. The childminder ensured that their vehicle was well maintained and they used appropriate safety measures such as car seats when needed. The childminder discussed and agreed with parents the preferred methods of travel. For example, one parent specifically requested a rear facing car seat and the childminder provided the appropriate equipment. One parent told us "I feel so comfortable leaving my child with them."

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.

3.1 Quality assurance and improvement are led well

Good communication was evident between the childminder and families. Care routines, dietary requirements and likes and dislikes were recorded and regularly discussed and reviewed with parents. This supported the childminder to meet children's needs. One parent told us "I am always kept up to date with my child's development and asked questions." Another agreed and said "My child is picked up daily by the childminder and we are updated regularly throughout the day." This meant that parents felt included and children received consistent care

Parents and carers were actively encouraged to share their views about the service. A variety of methods including questionnaires, informal discussions and 'Whatsapp' provided an opportunity for parent's to comment on what they liked about the service and share if anything could be improved. One parent told us "I get asked regularly what my child is interested in." This meant that parents and carers were included in the service.

The childminder used self-evaluation to help them identify what was working well and what needed to be improved. This formal system ensured that the service was continually developing to support improved outcomes for children and families.

Through effective self-evaluation, the childminder had identified a gap in knowledge in relation to data protection. The childminder addressed this by completing a training course. As a result, children's information was stored safely and confidentially. Safety measures and consents were in place for use of digital information which adhered to current guidance. This helped keep children safe.

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.

4.1 Staff skills, knowledge and experience

The childminder had been childminding for several years and demonstrated a very good understanding of how children develop. This supported them to deliver high quality care and support. They regularly engaged in training which directly impacted on the care they provided. For example, they had recently taken part in training about supporting children's oral health. This supported children to learn about oral hygiene and become aware of the benefits of toothbrushing.

The childminder took part in annual child protection training. This ensured that they were up to date with current processes for raising concerns should they arise. The childminder kept parents informed of their duty of care and shared the child protection policy with them. This helped keep children safe.

The childminder was part of the Scottish Childminders Association and engaged regularly with their online materials and support. This enabled the childminder to access training appropriate to their role. As a result, the childminder was knowledgeable and skilled in providing high quality care, support and learning to children.

The childminder engaged regularly with other local childminders to share practice and deepen their understanding of new policies and guidance. This provided an opportunity for professional discussions that impacted on improved 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.

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
2.1 Quality of the setting for care, play and learning	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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