

Anderson, Ann Child Minding

Dundee

Type of inspection:
Unannounced

Completed on:
6 May 2025

Service provided by:
Ann Anderson

Service provider number:
SP2003901185

Service no:
CS2003002694

About the service

Ann Anderson provides a childminding service from their home in a residential area of Dundee. The childminder is registered to provide a care service to a maximum of six children up to the age of 16 years, 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 months. Numbers are inclusive of the childminder's family.

The service is close to a local school, parks and other amenities. The minded children make full use of their own play room, kitchen/diner, comfortable seating area and downstairs toilet. A door opens directly onto a large secure garden area from the kitchen space.

About the inspection

This was an unannounced inspection which took place on Tuesday 06 May 2025 between 14:00 and 16:30. One inspector carried out the inspection. To prepare for the inspection we reviewed information about the service. This included previous inspection findings, registration and complaints information, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- observed practice and daily life
- spoke with children using the service
- reviewed documents
- spoke with the childminder

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.
- children's engagement with the experiences provided in their setting.

Key messages

- Children experienced warm and kind interactions with a respectful childminder.
- Toys and resources were easily accessible for children to freely choose what to play with.
- Children's health and wellbeing was supported through regular outdoor play in a garden that had resources that interested children.
- The childminder had made significant improvements to the service since the last inspection which resulted in children's outcomes being improved.
- The childminder should continue to develop self-evaluation and quality assurance processes that work for them.
- The childminder had developed processes to most children's interests, developmental stages and their next steps.
- Children were happy while they played and spoke positively of their time at the childminders home.

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 as several important strengths taken together, outweighed areas for improvement.

Quality indicator 1.1 Nurturing care and support

Children experienced kind and caring interactions from the childminder. The childminder knew the children and their families well. Many families have been using the service for a number of years. One child shared, "I have been coming here for a very long time. We just come and play and have fun". As a result, children were comfortable and positive relationships had been formed.

All children had individual personal plans in place. These forms gathered important information, for example children's medical needs, emergency contacts and dietary requirements. These were reviewed with parents in line with current legislation, at least every six months. Information gathered helped the childminder to ensure they could meet the current needs of children and their families.

Children were safeguarded by a childminder who was aware and confident in her responsibilities. The childminder engaged in professional discussions with other childminders and ensured they read the most up to date guidance for child protection. They were confident in how to identify or handle a concern. This helped to keep children and their families safe.

Children experienced a sociable snack time. They chose to have their snack in the garden. Children shared that they liked snacks they received, for example rice cakes and crackers. We discussed with the childminder to ensure children were sitting comfortably while having their snack to reduce the risk of choking. We sign posted the childminder to the 'Good practice guidance: prevention and management of choking episodes in babies and children' on the Care Inspectorate HUB. This would further support the childminder to keep children safe while they ate at mealtimes.

There was no medication stored or administered on the day of inspection or for the past year. We reviewed medication forms and the policy. The childminder had used the 'Management of medication in daycare of children and childminding' guidance and took part in professional discussions with other childminders to support with developing new forms. These forms mostly gathered all important information. The childminder was proactive and noted on forms to ensure signs and symptoms were documented while receiving medication for children. This ensured children were kept safe and protected in the event they required medication at the service.

Quality indicator 1.3 Play and learning

The childminder demonstrated warmth and care in their interactions with children, fostering a family orientated environment. A child shared, "I have come to Ann's a long time." Another child told us, "I like to come and play after school". Children were confident within the childminders home and had dedicated spaces to keep their belongings. As a result, children had a sense of belonging.

Children were reassured and supported with their play and learning. They were encouraged to transport resources between indoors and outdoors. Children knew where to find resources and how they wanted to use them. For example, they turned a large ride on toy into an ice cream shop.

Ribbons were used as different flavours of ice cream. One child shared, "we like to play shops and babies, we have two babies we play together with". These experiences allowed children to express their role play ideas in a way that interested them.

Children had opportunities to develop their literacy and numeracy skills. Some resources supported children to develop these skills, for example, games, books and discussions with the childminder. The childminder was aware of the different developmental stage of children and engaged in appropriate conversations of interest to individual children. The childminder promoted children's critical thinking skills. For example, while playing with ribbons, children were encouraged to figure out how to untangle them by following the different colours of ribbons. This supported children to develop their problem solving skills.

The childminder knew children well and extended their individual interests while they attended the service. One child told us, "we play football, but I always win against Ann, but it is good practice". Another child shared, "sometimes we play games the younger ones like to play and we teach them how to play other games". Most of the children had progress reports, observations and next steps identified which supported the childminder to track their learning and development. The childminder shared attendance patterns for children do not always allow for regular observations and next steps to take place. We discussed ways these could be developed to allow children to be part of this process when they do attend. For example, using scrap books with their learning and interests logged. This would further support the childminder to continue to ensure children continue to progress with their development, celebrate successes and achievements.

How good is our setting?

4 - Good

We evaluated this key question as good as several important strengths taken together, outweighed areas for improvement.

Quality indicator 2.2: Children experience high quality facilities

Children benefitted from an environment that was clean and welcoming. They had access to their own playroom within the home which provided ample space for children to move and explore freely. There was a dining space within the kitchen with a table. This allowed children to eat together, play games or take part in activities, such as modelling with playdough. Children had dedicated spaces to keep their belongings within their playroom and were confident to move throughout the childminders home. As a result, children had a sense of belonging.

Children's wellbeing was supported with regular access to outdoor play and activities. They had the use of a large garden to the rear of the property. This space was secured with high fencing and locked gates. Children chose to play outside and were encouraged to transport resources from indoors into the garden to play with. This supported children's rights to have the choice of where to play.

Effective systems were in place for safe management of infection prevention and control practice, in line with current best practice. The home was clean and well maintained. Children independently washed their hands closely supervised by the childminder who demonstrated how to wash hands properly. This helped children to understand how to keep themselves safe and reduce the spread of infection.

Children were able to play in a safe and secure environment. Risks were assessed and regularly reviewed at least annually or sooner if changes occurred. Formal assessments were undertaken throughout the home and supported by appropriate policies. Children were supported to understand how to keep themselves safe through discussion with the childminder while they played.

For example, children were asked and encouraged to assess risks while they climbed on outdoor play equipment differently. As a result, children could explore their play experiences in safe environments.

How good is our leadership?

4 - Good

We evaluated this key question as good as several important strengths taken together, outweighed areas for improvement.

Quality indicator 3.1: Quality assurance and improvement are led well

Children benefitted from a service with clear aims. The aims were to help parents and children feel safe, relaxed and happy while they attended. This was clear to see throughout the inspection as children were seen to be relaxed, happy and felt at home. We noted that these had not been updated involving families and children for a number of years. We discussed the importance of reviewing these in order to develop a shared vision reflecting what is important to all.

Positive relationships had been established with parents which allowed for open communication and effective information sharing. The childminder engaged well with parents through daily discussions at drop off and pickups. WhatsApp was used to share observations and pictures of children's activities. These trusting relationships strengthened children's emotional health and allowed them to build trust in the adults who cared for them.

Families and children's views were in the process of being gathered, through tick sheets and mind maps. A child shared that they have been looking at these and could not think of any improvements they wanted to make just now. The childminder had shared that they had began working on their improvement journey. We signposted the childminder to the ' Early learning and childcare improvement programme' on the Care Inspectorate HUB. This may be beneficial in supporting the childminder with service improvement and improving children's outcomes in a way that works for them. This would include effective self-evaluation processes. A previous area for improvement advised in the last inspection to develop effective quality assurance processes had not been met. This area for improvement has been carried forward in this report (See previous area for improvement 5).

The childminder had developed a range of policies and procedures that underpinned the service. These included policies such as, what to do in the event if a child went missing or if there was child protection concerns. These policies and procedures were reviewed regularly. They were readily available to parents and shared in welcome packs. This helped families to know what to expect from the service.

How good is our staff team?

4 - Good

We evaluated this key question as good as several important strengths taken together, outweighed areas for improvement.

Quality indicator 4.1 Staff skills

Children felt loved, valued and secure within the service.

The childminder had many years of experience working with children. They were committed to supporting children and their families. As a result, children and families were supported by a childminder who wanted to get it right for them.

Children's experiences had been improved and they benefited from a childminder who undertook professional development. Training completed included first aid, risk assessments and medication. The childminder spoke of additional professional reading and discussions they had undertaken since the last inspection. In particular discussions with other childminders about new guidance procedures that had recently been developed. They found these discussions beneficial when reviewing policies, procedures and documentations. Sharing of good practice supported the childminder to be confident in new procedures and enhanced their knowledge and skills.

Children were seen to be having fun and asked the childminder to play with them. For example, the childminder played football with some of the children. Children were confident to seek comfort from the childminder and this was freely given. The childminder respected the child's choice of games and followed their lead in role play. This helped children to carry on their ideas and plans with confidence.

The childminder engaged well with the inspection process and had made improvements since the last inspection. During the visit it was clear that the childminder valued the children and their families and wanted to get it right for them.

What the service has done to meet any requirements we made at or since the last inspection

Requirements

Requirement 1

By 20 December 2024, the childminder must ensure that all children have a personal plan in place which sets out how their individual needs will be met, as well as their wishes and choices.

To do this the provider must, at a minimum ensure;

- Personal plans are written for all children and then reviewed in line with legislation.
- Updates are signed and dated by the childminder and families.
- Information reflects the child's current wellbeing, needs, likes and dislikes.

This is to comply with Regulation 5(1)(2)(b)(c) (Personal Plans) of the Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices' (HSCS 1.15).

This requirement was made on 24 October 2024.

Action taken on previous requirement

Children had individual personal plans in place that gathered important information that reflected children's needs, wellbeing, likes and dislikes. These were reviewed with parents in line with current guidance and legislation.

Met - within timescales

What the service has done to meet any areas for improvement we made at or since the last inspection

Areas for improvement

Previous area for improvement 1

To support children's learning and development, the childminder should develop processes on how they observe and document children's progress and achievements, and use this knowledge to support children's next steps and extend their experiences.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that:

'My care and support meets my needs and is right for me' (HSCS 1.19).

This area for improvement was made on 24 October 2024.

Action taken since then

The childminder had developed processes that supported them to document most children's interests and learning. Next steps were identified, and activities were planned to help children develop these identified areas. **This area for improvement has been met.**

Previous area for improvement 2

To ensure children's safety while they attend the service, the childminder should ensure formal risk assessments are developed, checked annually or sooner if changes occur, take into account hazards, level of risk and actions taken.

This should include, but is not limited to, risk assessments developed and reviewed for the service as a whole, including outings and trips in the car.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that:

'My environment is secure and safe' (HSCS 5.17).

This area for improvement was made on 24 October 2024.

Action taken since then

Formal risk assessments had been developed and used to ensure the service was safe for children. Including the use of the outdoor space and outings. The assessments tracked, the hazards, level of risk and how to minimise the risk. **This area for improvement has been met.**

Previous area for improvement 3

To support safe practice the childminder should ensure policies and procedures that underpin the service are accurate and reflect current best practice guidance.

This should include, but is not limited to, reviewing current policies to ensure procedures highlighted follow current best practice and develop missing policies.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that:

'I experience high quality care and support because people have the necessary information and resources' (HSCS 4.27).

This area for improvement was made on 24 October 2024.

Action taken since then

The childminder had developed appropriate policies and procedures that underpinned the service. They reflect current best practice and guidance and detailed. **This area for improvement has been met.**

Previous area for improvement 4

To support and enhance children's outcomes, the childminder should access a range of professional development opportunities to extend and update their knowledge and develop their practice.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'I experience high quality care and support based on relevant evidence, guidance and best practice' (HSCS 4.11).

This area for improvement was made on 24 October 2024.

Action taken since then

The childminder had undertaken a range of professional development opportunities. This included specific training, professional reading and professional discussions with other professionals. **This area for improvement has been met.**

Previous area for improvement 5

To ensure children continue to experience quality care and support, the childminder should develop effective quality assurance processes that help to identify and inform improvement and enhance outcomes for children.

This should include, but is not limited to:

a) Developing self-evaluation processes.

- b) Developing an improvement plan.
- c) Actively seeking views from families and children.
- d) Reflecting on best practice guidance to inform practice.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19).

This area for improvement was made on 24 October 2024.

Action taken since then

The childminder has begun to take some steps to develop quality assurance and improvement processes within the service. **This area for improvement has not been fully met and will carry over into the next inspection report.**

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	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

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