

Myriam Abedi Childminding Service

Child Minding

Glasgow

Type of inspection:
Unannounced

Completed on:
15 May 2025

Service provided by:
Myriam Abedi

Service provider number:
SP2015986927

Service no:
CS2015337309

About the service

The Childminder provides a service from their home in a residential area on the north west of Glasgow. They are registered to provide a care service to a maximum of 6 children up to 16 years of age of whom no more than 6 are under 12 years; of whom no more than 4 are not yet attending primary school and; of whom no more than 1 are under 12 months. Numbers include the children of the childminder's family/household.

Children were cared for in a spacious living area, with access to an outdoor garden with outdoor playhouse and had access to toilet facilities. The service is close to local parks, recreation facilities, and a library. Public transport links are nearby.

At the time of our inspection, there were three children using the service.

About the inspection

This was an unannounced inspection which took place on Tuesday 13 May 2025. 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:

- spoke with children using the service
- spoke with the childminder
- observed practice and daily life
- reviewed documents
- received electronic feedback from parents/carers

Key messages

- Children were happy, confident and settled in the service.
- The setting was comfortable, spacious and stimulating for children.
- Children benefitted from access to a range of learning opportunities outdoors.
- The childminder had positive relationships with children and families.
- The childminder should introduce child safety gates to support children's health and safety.
- The childminder was friendly and approachable, which strengthened relationships with families.

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?	4 - 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 outcomes for children, therefore we evaluated this key question as very good.

Quality indicator 1.1: Nurturing care and support

The Childminder was warm, caring, nurturing, and professional in their approach with the child. They knew the children in their care well and had positive relationships with them and their parents. The childminder was attentive to children's needs. Children were affectionate with the childminder and were clearly comfortable and happy in their care. One parent commented, 'My daughter is very happy whenever I drop her to the childminder's house. And when it is pick-up time, I need to negotiate with her because she never wanted to come home with me.' One child commented, 'I love my childminder, she is my best friend.'

Personal plans were in place for all children. The plans contained information which supported the childminder to meet children's individual needs. Children had the opportunity to complete their own section of the personal plans to note their likes and dislikes. Not all children had completed these and the childminder should encourage them to do so. Children's individual needs were planned for in relation to Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, and Involved (SHANARRI) indicators. We discussed with the childminder that personal plans could have more detailed significant events noted to ensure current needs were being met.

Mealtimes were a relaxed, unhurried and sociable experience for children. Children were encouraged to develop life skills and independence through self-serving. The childminder sat with children supporting conversation and ensuring their safety. Children were able to contribute their opinions to the lunch menu. Children were supported to brush teeth after lunch. This supported their health and wellbeing.

We reviewed the policies and procedures for supporting children's health, safety and wellbeing. While there were no children who required medication, the childminder had appropriate record keeping procedures in place.

Quality indicator 1.3: Play and learning

Children were having fun and were fully engaged in play. Children had the opportunity to lead their own play. For example, the children chose to dress up and role play as doctors, engaging the childminder in their play.

Play experiences supported the development of numeracy and literacy skills. For example, one child was participating in a colour recognition game, counting how many balls of each colour there were. Children also took part in art activity where they numbered their finger drawings and sorted toy food into 'healthy' and 'unhealthy'.

Children benefitted from spending much of their time in an outdoor garden area. Children could participate in sand play in a sand kitchen and were watering the strawberries they were growing. They also had opportunities for physical play through a slide and footballs and goals.

The childminder planned play experiences based on children's interests and needs. Children's development and progress was evaluated, and targets and next steps were identified to support progression in children's learning. The childminder shared observations with parents regularly via messages and a display wall in the playroom.

The childminder had a focus on numeracy and language in line with parental wishes. Some of the children who attended did not have English as a first language and the childminder supported their learning and development in this area. One parent commented, 'The childminder is a good help for me and my son. She taught my son English when he started as he did not speak it but now, he speaks. She helped me with language therapy for my son.'

How good is our setting?

4 - Good

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

Quality indicator 2.2: Children experience high quality facilities

The setting was comfortable and homely for children who attend and there was plenty of natural light and ventilation. Children were cared for in one main room with access to a bathroom. Resources indoors were easily accessible for children, supporting their independence. Children would benefit from more cosy spaces where they could rest and relax when they chose to.

Children had direct access to a safe and secure outdoor garden. One parent commented, 'I know she is safe as the house is always well ventilated and the garden has lot of toys.'

An outdoor playhouse with its own separate toilet offered an alternative space for children to play in. There was ample space for children's needs and included resources which were stage and age appropriate. For example, there was dressing up, puzzles and games. Resources were accessible to children supporting them to lead their own play. There was environmental print in the playhouse of shapes, numbers and letters, which supported children's numeracy and literacy skills.

The childminder had knowledge of the local area and used this to extend the children's learning in social settings such as local parks and museums. The childminder also attended sessions at the local library. One parent commented, 'My son goes to places that I never take him before like Museum and farms'. This supported children to build connections, explore their local community and develop their social skills.

The childminder used risk assessments to support children's safety. Overall, the environment was safe with secure entry and gate at back garden. Good hand hygiene was practised with children were washing hands after using the toilet and before lunch. We discussed with the childminder that using child safety gates at stairs and the entrance to the kitchen would support children's safety and wellbeing.

How good is our leadership?

5 - Very Good

We found significant strengths in aspects of the care provided and how these supported outcomes for children, therefore we evaluated this key question as very good.

Quality indicator 3.1: Quality assurance and improvement are well led

Families told us they found the childminder to be supportive and felt they were involved their child's care and learning. The childminder shared photos and updates with parents on a daily basis through photo messaging. One parent commented, 'She always asks my opinion before she plans any activity with my daughter', and another said, 'Myriam tells me everything they do, send me photos and videos.' This supported families to be involved with the care and learning that their children received.

An improvement plan was in place which the childminder used to identify areas for improvement within the service. We saw evidence of progress in areas including parental involvement, developing children's independence and the addition of a learning wall in the outdoor playhouse. We discussed with the childminder that they could focus on specific areas for development and work with children and families to develop these to support effective improvements.

The childminder used questionnaires to gather feedback from both children and parents about the service. Informal chats with families at drop off and collection times were also used to gather their views on the service. All parents told us that they agreed that they and their child were meaningfully involved in development and their views helped to effect change. One parent commented, 'Myriam always asks for our feedback and calls for review meetings where she asks us our opinion about her setting. She always listens to any suggestions.'

The childminder had positive relationship with a local school to support children's transitions. They also had a good relationship with a local health visitor. One parent told us 'I recommend all my friends to Myriam because she is very good with children. It is my health visitor who recommend me to Myriam and most my friends want their children to be with Myriam'. Positive relationships with other professionals and families supported the childminder to meet children's needs.

How good is our staff team?

5 - Very Good

We found significant strengths in aspects of the care provided and how these supported outcomes for children, therefore we evaluated this key question as very good.

Quality Indicator 4.3: Staff deployment

Children attending the setting were well cared for by the skilled and experienced childminder. The childminder kept up to date with developments in the sector through membership of a national childminding association. This meant that children experienced positive care, play and learning.

The childminder understood child protection procedures. The childminder was aware of the process and who to contact should a concern arise. This meant that the childminder was well placed to address any concerns, which helped keep children safe.

The childminder had participated in a variety of training including first aid, introduction to childhood studies and psychology, and curriculum for excellence. The childminder used their skills to develop children's language skills which was particularly valued by parents. The childminder supported children and families who did not have English as a first language by encouraging community connections, linking with the local school and health visitor.

We reviewed the procedures for staff recruitment as the childminder employed an assistant. The assistant was not present on the day of inspection. We found that overall, the assistant was safely recruited. We discussed with the childminder that they should amend their recording of recruitment procedures to reflect best practice guidance.

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

The childminder should take forward the development of a risk assessment recording format which shows that risks have been identified and the measures that have put in place to reduce them. Risk assessments should be a working document and updated regularly. In particular this should be done when a change occurs e.g. children, equipment, age and stage of the children.

National Care Standards Early Education and Childcare up to the age of 16.
Standard 2 - A safe environment

This area for improvement was made on 15 December 2016.

Action taken since then

When assessing this area for improvement we found that risk assessments had been created to identify risks and measures were in place to reduce them. Risk assessments could be used as working documents.

Therefore this area for improvement has been met.

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?	4 - Good
2.2 Children experience high quality facilities	4 - 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
4.3 Staff deployment	5 - Very Good

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Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

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