

Morgan Moir Childminding Service

Child Minding

Aberdeen

Type of inspection:
Unannounced

Completed on:
19 May 2025

Service provided by:
Morgan Moir

Service provider number:
SP2016987950

Service no:
CS2016346500

About the service

Morgan Moir Childminding Service provides a childminding service from the childminder's home in the Nigg area of Aberdeen.

The childminder may care for a maximum of seven children at any one time up to 16 years of age: of whom no more than six are under 12 years; of whom no more than three are not yet attending primary school and; of whom no more than one is under 12 months.

Ten children were registered with the service at the time of the inspection.

Children are cared for in a playroom, with access to the living room, dining kitchen, bathroom and garden. Sleeping facilities are provided in an upstairs bedroom.

About the inspection

This was an unannounced inspection which took place on 19 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:

- spent time with three children using the service
- spoke with one parent/carer
- received three responses to our request for feedback from parents
- spoke with the childminder
- observed practice and children's experiences
- 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:

- staff deployment
- 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

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

Key messages

- Children benefitted from warm, nurturing interactions. The childminder had built positive relationships with children and their families.
- Children were very well supported during daily routines such as mealtimes, sleep and personal care.
- Children had fun with a variety of age-appropriate activities.
- The childminder used observations of children's learning to identify and plan for next steps.
- Children benefitted from safe, welcoming surroundings.
- The childminder had developed quality assurance practices and involved children and parents in evaluating the service.
- The childminder attended training and used their professional knowledge to improve their practice.

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

Quality indicator 1.1: Nurturing care and support

Children benefitted from warm, nurturing interactions. The childminder was patient and caring. They supported children very well, offering cuddles and comfort when this was needed, helping children feel secure and cared for. Parents spoke positively of the childminder's relationship with their children. One commented, "It's a home from home, [the childminder] makes my children feel safe and they just love her like family."

Children's care was supported through effective information sharing. The childminder used personal plans to record important information about children's wellbeing needs. Parents told us they were involved in reviewing these regularly, to ensure information was up to date and relevant. The childminder used the GIRFEC (Getting It Right For Every Child) wellbeing indicators to help assess and plan support for children. This supported individualised care, which met children's needs.

Children experienced pleasant, relaxed mealtimes. The childminder offered homecooked meals, which met nutritional guidelines, and the children enjoyed lentil soup, fresh fruit and natural yoghurt during the inspection. One parent told us "We are delighted with the choices that [our child] receives while attending [the] setting". They were encouraged to drink and had access to water bottles throughout the day to help them stay hydrated. Children were well supervised, and the childminder followed safe food preparation practices to minimise the risk of choking. Children had opportunities to be independent, with appropriate support and were encouraged to make choices about what they wanted to eat. These measures resulted in safe, enjoyable mealtime experiences for children.

Children's care routines met their wellbeing needs. When one child needed to sleep, the childminder comforted them and followed their preferences to make sure they were comfortable. Regular checks helped ensure a safe sleeping experience. During nappy changes, toileting and handwashing, the childminder offered appropriate support and respected children's privacy. Children enjoyed singing a handwashing song which encouraged them to develop self-care skills, independence and confidence. No children were receiving medication at the time of the inspection, however historical records indicated that all procedures had been followed correctly in line with guidance.

1.3 Play and Learning

Children enjoyed a range of play experiences. The childminder promoted sharing and taking turns, offering explanations and alternatives. For example, when one child wanted a game another child was playing with, the childminder helped them choose something else while they waited. Children chose how they played, and the childminder skilfully supported them to access activities appropriate for their ages and stages of development. This resulted in sustained play, where children enjoyed their games. We discussed the benefits of keeping a record of planned activities, and the childminder agreed to consider this.

Children had opportunities to develop language, literacy and numeracy skills. The childminder played music and children sang as they played.

Children enjoyed looking at a selection of books, including a story about potty training. This reflected real life experiences for children, and they were very interested when the childminder spoke about this further with them. The childminder adapted their language to suit children's level of understanding and allowed children time to process and respond to questions. Counting in songs, and as part of daily routines helped support children's understanding of numbers. When children found a centipede, the childminder used the opportunity to help them explore it's many legs. This resulted in children of all ages learning as they played.

Children's learning was promoted through the childminder's use of observations. They identified children's learning and next steps, offering activities to support these. These observations were shared with parents using an online platform. Parents appreciated this, with one telling us, "[The childminder] always documents what the kids have been up to and it's just lovely to see photos of them". Further seasonal opportunities, including a craft activity for Father's Day were planned, alongside experiences such as a scavenger hunt and painting in the woods.

Children's successes were recognised and celebrated. The childminder offered frequent praise and encouragement. Children were involved in creating wall displays which showcased photos of outings, their artwork, and a project they had undertaken on recognising feelings. This contributed to children feeling valued and respected.

Children benefitted from regular access to their local community. They enjoyed attending a weekly singing group and regularly met up with other childminders. This provided opportunities for children to explore and socialise.

How good is our setting?

5 - Very Good

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

2.2 Children experience high quality facilities

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

Children were cared for in clean, well-maintained surroundings. They spent most of their time in the playroom, which was comfortably furnished with a sofa, and well displayed resources. A safety gate helped keep children safe. The dining kitchen was used for mealtimes, and children sat in seats appropriate for their ages and stages of development.

Children could choose from a range of play resources. During the inspection these included a toy kitchen, games, books, dinosaurs and small world characters. Children had fun pretending to cook and building with Megablocks. Further resources were stored in a large cupboard, and these included games and art supplies for school aged children. The childminder was careful to make sure all resources were age-appropriate, providing a safe and enjoyable experience for children.

Children had regular access to outdoor play. The enclosed garden was not used during the inspection, and the childminder spoke of recent work they had undertaken to develop this area. Astro turf provided a safe play surface, and they had been renewing loose parts. These included tyres, wooden boards and sticks and stones the children had collected.

A mud kitchen, sand and water provided opportunities for sensory play. Regular trips to local parks and woodland further promoted physical play and fresh air for children. Parents commented positively about these opportunities, with one telling us, "Outdoor play is brilliant and the kids love their day trips with [the childminder]."

Children benefitted from safe surroundings. The childminder had undertaken risk assessments to identify any potential hazards. They carried out daily environment checks, and the two pet dogs were kept out of the playroom to prevent any accidents. The childminder spoke to children about safety in ways they would understand. When one child stood on a chair, they asked them if they thought this was safe, and encouraged them to think about what might happen. This helped children begin to understand safety and how to manage risk.

Children's health and safety was promoted through effective infection prevention and control measures. The childminder wiped the table before mealtimes, and the environment was clean and tidy. The childminder cleaned children's noses and faces, and encouraged regular handwashing with appropriate handwash, and individual towels. These measures helped prevent cross contamination to ensure children's wellbeing.

How good is our leadership?

5 - Very Good

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

3.1 Quality assurance and improvement are led well

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

Children were cared for by a childminder with clear aims, which reflected their caring ethos. They recognised that these had not been updated recently, and we suggested that this should be carried out with parents to help ensure their views are reflected. Parents were provided with information about the service before children started to support their understanding of what to expect.

Families had opportunities to be involved in developing the service. Parents were asked to complete feedback questionnaires and, when asked, they told us they strongly agreed that their views were listened to. One commented that "[the childminder] is always open to any questions/requests we may have." Children had been asked for their views using a child friendly questionnaire. One child had asked for more art and craft, and the childminder was considering ways to build this into the times they attended to meet their request. The childminders practices helped children and families feel listened to and valued.

The childminder had developed their quality assurance practices. They used a self-evaluation tool to identify strengths in their service and support them to plan areas for development. This had led to improvements, such as the childminder identifying how to develop chronologies to record important details about children's wellbeing. The plan had not been updated recently and we suggested a simple way of prioritising, recording and assessing whether improvements had been effective. The childminder agreed to consider this to help keep the plan current and identify when targets for improvements to children's outcomes and experiences are met.

How good is our staff team?

5 - Very Good

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

4.1 Staff skills, knowledge and values

Children were cared for by a knowledgeable childminder. They had attended all required core training such as child protection, first aid, food hygiene and infection prevention and control. They had also undertaken reading and training about specific topics to help them understand how to support individual children's needs. They spoke competently about how the knowledge they had gained had supported them to develop very good practice such as individualised care routines for children. The childminder was working towards a professional qualification, which had supported them to have a deeper knowledge of how children learn and develop.

The childminder had a good understanding of the importance of fostering positive relationships. For example, when one child needed a new water bottle, they had been involved in choosing this, and another experienced a sleep routine that helped them relax and settle. When children were settling in the service, they were offered visits with their parents which were tailored to suit their needs. The childminder's flexible approach supported children to feel comfortable and confident in the setting.

Relationships with parents were positive and supportive. The childminder strived to promote an environment where parents felt confident in the care their children received. Parents told us they felt listened to, and that they could approach the childminder at any time. One commented, "[They are] friendly and approachable and we feel reassured by this when trusting [them] to look after [our child]."

Children's care was promoted positively by the childminder's knowledge of supporting guidance, and where to access this. For example, lunch menus reflected recent changes to nutritional guidance. The childminder took a flexible approach to making changes to children's experiences, introducing new foods gradually to support them to adapt to change. They were also updating the settings policies at the time of inspection to reflect current guidance and best practice.

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 stop using antibacterial handwash with the children and substitute this with ordinary liquid hand-wash.

Reference: National Care Standards early education and childcare up to the age of 16. Standard 2: a safe environment, standard 3: health and wellbeing.

This area for improvement was made on 14 June 2017.

Action taken since then

The childminder had suitable handwash available for children to use and supported handwashing well.

This area for improvement has been met.

Previous area for improvement 2

To look at ways to evaluate the service with parents, allowing them opportunities to comment on the service provided, make suggestions and share ideas.

Reference: National care standards early education and childcare up to the age of 16. Standard 13: improving the service, standard 14: well-managed service.

This area for improvement was made on 14 June 2017.

Action taken since then

The childminder asked parents for feedback through questionnaires and regular conversations. Parents were also able to comment on their children's experiences via the Family app. All parents who responded to our request for feedback told us they strongly agreed that they had opportunities to influence the development of the service, with one telling us they were asked to complete questionnaires regularly.

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? | 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 |

To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and help services to improve. We also investigate complaints about care services and can take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

You can also read more about our work online at www.careinspectorate.com

Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

Find us on Facebook

Twitter: @careinspect

Other languages and formats

This report is available in other languages and formats on request.

Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànan eile ma nithear iartras.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿਚ ਉਪਲਬਧ ਹੈ।

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.