

Glen, Michele Child Minding

Glasgow

Type of inspection:
Unannounced

Completed on:
27 August 2025

Service provided by:
Michele Glen

Service provider number:
SP2009975999

Service no:
CS2009233966

About the service

Michele Glen provides a childminding service from their property in a quiet residential area of Cambuslang, South Lanarkshire. The childminder is registered to provide care for a maximum of six children up to the age of 16. Numbers are inclusive of the childminder's own children. At the time of the inspection, there were three children present.

The service is close to local primary schools, shops, parks and other amenities. Children are cared for in the dedicated playroom and also had access to the kitchen and upstairs bathroom.

About the inspection

This was an announced inspection which took place on 27 August 2025 between 11:45 and 14:00. 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:

- Gathered the views of seven families through a survey
- Spoke with children attending the service
- Spoke with the childminder
- Observed practice and daily life
- Reviewed documents.

Key messages

- Children experienced kind and caring interactions, helping them to feel safe and secure.
- Mealtimes were relaxed and sociable, where children enjoyed engaging with their peers.
- The childminder knew children well, helping to meet their needs. However, personal plans needed to be updated to reflect children's current development.
- Children were able to access and explore toys and materials, supporting their play and imagination.
- Indoor spaces were developed to reflect children's interests, choices and wishes. This helped children feel valued and supported play.
- The childminder had recently engaged with training opportunities to help build their knowledge and skills.
- The childminder had begun to review updated guidance to help support the delivery of service.

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

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| 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, where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Quality indicator 1.1: Nurturing care and support.

Children experienced kind and caring interactions from the childminder, helping them to feel loved. The childminder was confident in recognising children's cues and providing support. For example, giving cuddles and reassurance. Parents told us "[the childminder] treats all children like her own and goes above and beyond to care for them both educationally and holistically", and "[the childminder] is caring, loves the children and looks after them so well".

Mealtimes were relaxed and sociable where children enjoyed chatting with their peers. They commented "we are eating lunch". Families provided lunch for children and these contained healthy options which they enjoyed. A child told us "I have yogurt today". Water was readily available for children to drink, helping to keep them hydrated. One child said "this is my new water bottle". The childminder provided snacks and told us these included fruits, vegetables, wholemeal breads and dips. Parents commented they liked that the childminder "ensures snacks are healthy", and "[the childminder] always has a range of healthy food available for my child to snack on".

The childminder knew children well and was confident in meeting their needs. We reviewed children's personal plans, which contained important information. For example, family details and emergency contacts. However, we found that personal plans had not been updated in quite some time. We discussed with the childminder on the importance of ensuring these were reflective of children's current developmental stage, likes and dislikes. The childminder agreed they needed updated and shared their plans on how they were going to achieve this. Parents agreed the childminder knew children well and told us "[the childminder] knows the next steps of my child's development".

Children's personal care needs were met through a caring and discreet way, supporting their dignity and privacy. For example, nappy changing. The childminder chatted to children and sang songs with them during these times, helping them to feel safe. Children were able to sleep and rest in response to their needs. Sleeps mats and blankets helped support their comfort and warmth. We shared with the childminder guidance on safe sleep practices, to support them to continue best practice.

Quality indicator 1.3: Play and learning.

Children had fun exploring a variety of toys and materials to support their play. For example, dolls, figures, blocks, toy kitchen and pretend food. They experimented with materials to discover what they could do. For example, building towers blocks and then knocking them down. One child told us "it is getting tall", and "I am going to do it again". This supported children to deepen their thinking and uncover new ideas.

Children had access to books, which they enjoyed choosing and seeking out the childminder for them to read stories together. They sang songs throughout the day using actions and props. This helped to support children's language development whilst sparking fun and joy.

Loose parts items provided opportunity for children to engage in open ended play. Materials included, coconut shells, wooden spoons, figures, and small blocks. Children spent time sorting and matching items into the coconut shells, counting how many were in each and creating new ideas with the items. Children commented "I made a triangle" and "I need another wooden spoon". This encouraged children to develop an understanding of mathematical concepts and new language.

The childminder no longer used their rear garden for childminding purposes. However, children regularly spend time going for walks, visiting parks and shops within the local community. They also had opportunities to use public transport to visit places within the wider community, helping them to make sense of the world around them. For example, galleries, museums and other parks. Parents told us "lots of opportunities are provided to go to the park and spend time outdoors" and "my child is often outside, at parks, museums".

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.

Children experienced an environment that was clean, well ventilated and bright. Soft furnishings provided spaces for them to relax, read stories and be comfortable. For example, soft mats and child sized bean bag chairs. Some art work completed by children were displayed around the playroom. This helped children feel valued and promoted their self-esteem. Parents told us the environment included "wooden safe toys, clean room, prams, seats and furniture appropriate to the age", and "all toys are well thought out, safe and maintained".

The childminder had redeveloped the play space by reorganising toys and materials in a way that meant all children could access items appropriate to their age and stage. For example, smaller pieces were out of reach of young children, but accessible for older children to use and play with. Children confidently selected toys as they wished, supporting their interests.

Children were kept safe in a variety of ways. Such as safety gates at the threshold of the kitchen door and at the bottom of the stairs. Infection prevention and control practices helped reduce the potential spread of infection. This included the use of aprons and gloves when changing children's nappies and encouraging children to wash their hands after using the toilet and before meal times. Children commented "I just washed my hands", and "I had bubbles on my hands".

How good is our leadership?

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 3.1: Quality assurance and improvement are led well.

The childminder had made improvements within their setting in an informal way. For example, redeveloping the playroom to support children's play. This had a positive impact on children's experiences through more easily accessed toys and materials. The childminder could formalise these in the future to support further developments.

The childminder is registered with the Scottish Childminding Association (SCMA) and regularly accessed their information as well as the Care Inspectorate Hub, to keep up to date with guidance and any changes that have occurred. We discussed some of the guidance available and the childminder had begun to explore these to support the delivery of service.

Parents were welcomed into the setting when dropping off their children and collecting them. This helped parents to feel included in the setting and strengthened relationships between the childminder, families and children. Communication with parents took place during these times as well as through text messaging. This helped ensure families were informed about their child's day. The childminder is registered with the Information Commissioners Office (ICO). The ICO is the organisation responsible for promoting good practice of data handling. Parents commented they liked "feeling welcomed, good communication" as well as "[the childminder] is approachable and friendly".

The childminder was confident in identifying risks within the service and putting in place any measures to reduce these. For example, stairs gates to reduce access to stairs or kitchen. In addition, when participating in external groups, ensuring no photographs were taken by others of minded children.

How good is our staff team?

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 4.1: Staff skills knowledge and values.

The childminder had developed positive relationships with children and families. Children were settled and happy in the care of the childminder, often seeking them out for comfort, play and sharing their ideas. This helped children to develop a sense of belonging and to feel they mattered. Parents told us "we are so thankful that we found [the childminder], they have been a great influence with our [child]" and "[the childminder] is so down to earth and very welcoming and our [child] gets so excited when we are going to [the childminders]".

Interactions with children were warm and kind, helping children to feel safe and secure. The childminder was mindful to listen to children's voices, ideas and preferences. For example, asking children if they wanted fresh water in their water bottles and taking an interest during their play. Parents commented they "found [the childminder] to be caring , kind and supportive of my [child]".

During the inspection, the childminder engaged well and participated in discussions to help continue to make improvements within their service. They were receptive to feedback and committed to getting it right for children.

Recent training opportunities through a variety of ways, helped build on the childminders knowledge and skills. For example, recent training on children's choices. The childminder felt these were beneficial to their 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 promote good outcomes for children, the childminder should further develop their knowledge and understanding of their role and responsibilities as a childcare provider. This should include, but not limited to, becoming familiar with guidance on their responsibilities as a provider of a care service, and best practice documents supporting good infection prevention and control.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes' (HSCS 3.14).

This area for improvement was made on 16 November 2023.

Action taken since then

The childminder had planned to connect with other childminders to review practice and policies. They were in the early stages of becoming aware of updated guidance and upcoming changes. They have redeveloped spaces to support children's play, choices and wishes. Good infection prevention and control measures were in place helping to reduce the potential spread of infection. The childminder had also engaged in recent training to help continue current best practice. **Therefore, this area for improvement is 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

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| 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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