

# Gillian McMillan Childminding Services Child Minding

Glasgow

**Type of inspection:**  
Announced (short notice)

**Completed on:**  
17 January 2023

**Service provided by:**  
Gillian McMillan

**Service provider number:**  
SP2016988513

**Service no:**  
CS2016351121

## About the service

Gillian McMillan Childminding Services is registered to provide a care service to a maximum of six children at any one time up to 16 years of age 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 children of the childminder's family.

The service is provided from the childminder's property which is a detached villa conversion situated in the Westerton area of Bearsden. Minded children have access to the living room/dining area and kitchen at entrance level but are mainly cared for in the playroom on the lower ground level which has its own toilet facilities. There is direct access to the garden, however this is currently not in use while the childminder makes it safe for children's play. The childminder makes good use of local amenities, such as parks, woodland walks, the library and toddler groups to extend the quality of experiences that she offers children.

## About the inspection

This was an announced (short notice) inspection which took place on Wednesday 11 January 2023 between 10:30 and 13:30. 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 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 three children using the service
- gathered feedback via email from three parents/carers
- spoke with the childminder
- observed practice and daily life
- reviewed documents.

## Key messages

- Children were cared for by a childminder who knew them and their families well.
- Children engaged in activities of their choice.
- Children had developed good relationships with their peers and the childminder's own family.
- Children's individual needs and preferences were respected.
- Quality assurance and self-evaluation systems should be developed to improve outcomes for children.

## 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?	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?

**5 - Very Good**

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

### 1.1 Nurturing care and support.

Children experienced warm and nurturing care to support their wellbeing. We observed children receiving cuddles and reassurance when needed which showed us that they had formed strong attachments with the childminder. One parent told us, "10/10! Without a doubt the most wonderful childminder I could've asked for when searching for my (child's) childcare. Gillian is a home from home and is the most loving childminder". Children were also included in the childminder's family life. We observed strong relationship between minded children and the childminder's own children which helped them feel loved and secure.

Children enjoyed mealtimes that were relaxed and unhurried. Meals and snacks were provided by parents and they were generally healthy. Children sat together around the dining table, supported with the childminder. This encouraged a positive social experience for children. The childminder supported children's choice. For example, one child refused a yogurt. This was respected, and the child was offered an alternative. One parent told us, "I felt like my (child) wasn't eating much of the food I provided so she tried to encourage (them) to eat more during the day. (My child) now eats plenty!".

The childminder knew individual children very well. Information about children, such as their likes, dislikes and interests were contained in detailed personal plans and the childminder could tell us how children were being supported. Individual development plans identified how children were being supported to make progress and they were shared with parents. When needed, the childminder sought advice from other agencies. As a result, children received the right support at the right time.

Children's rights were respected. A behaviour management policy encouraged children to think positively about themselves and helped them feel included in the childminder's home.

At the time of the inspection, no children required medication. However, the childminder had a policy in place if needed. The childminder should review the policy to ensure it reflects the latest guidance. To support this, we signposted the childminder to good practice guidance, "Management of medication in daycare services".

### 1.3 Play and learning.

Children had opportunities to be involved in meaningful play experiences throughout their day. They could make choices about where they wanted to play and what they wanted to play with. This promoted independence and creativity. We saw children having fun as they played imaginatively with dolls and cars, and a workbench with tools.

The childminder knew individual children's interests and provided appropriate toys and resources to support this. As a result, children were fully engaged in play. For example, for one child who was settling into the service the childminder provided opportunities to play with a pretend kitchen, based on their interests. Children's literacy skills were supported through songs and rhymes, and access to a wide range of storybooks.

The childminder was knowledgeable about child development: she and could talk confidently about each child's stage of development and learning, and how she supported them to make progress. For example, one child was able to count to ten and the childminder was supporting them to recognise numerals to ten. A parent told us 'Gillian is hugely supportive of both my children's needs.' The childminder tracked children's development and learning and targets were shared with parents. This supported positive outcomes for children.

Children took part in play experiences in their wider community; they attended a toddler group and enjoyed visits to local woodland areas. This enabled children to feel part of their local community.

## How good is our setting?

**5 - Very Good**

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

### 2.2 Children experience high quality facilities.

Children were cared for in an environment that was bright, homely, and inviting. They had exclusive access to a playroom on the lower floor of the childminder's house. Large windows and patio doors allowed for plenty of natural light and ventilation.

Children were kept safe and protected. The childminder's home was well maintained and good infection prevention and control measures were in place. For example, children washed their hands when entering the service and before lunch. A regular cleaning routine and maintenance checks supported a safe environment.

Developmentally appropriate toys were available for children to play freely such as a toy workbench, kitchen, train set and wooden blocks. A large toy box was provided to allow children to make choices about what they wanted to play with. We discussed how children would benefit from having more opportunities to play with open ended and natural materials to encourage creativity and curiosity.

The childminder recognised the individual needs of each child and planned for these in a way that was respectful to all. She told us that activities for older children, such as arts and crafts, were provided when very young children were sleeping. This ensured that experiences and care routines were not disrupted, and appropriate for children's stage of development.

Children had regular access to fresh air during daily walks. They took part in outdoor play in the local woodland and parks. This allowed children to have regular energetic play, be curious and investigate the natural world.

Children's personal information was stored safely, in individual files, in line with data protection requirements.

## How good is our leadership?

**4 - Good**

We made an evaluation of good for this key question, as several important strengths, when taken together, clearly outweighed areas for improvement.

## 3.1 Quality assurance and improvement are led well.

Children and families had the opportunity to contribute to the delivery of the service. The childminder sought views of parents in informal ways. For example, through regular discussions with parents at pick-up times and via text messages. Parents felt that the childminder worked in partnership with them to support their children and was responsive to information they shared.

The childminder communicated effectively with parents via text messages for any important updates throughout the day, for example, toilet training. Parents spoke highly of the childminder and how she built relationships to support them. One parent told us that the childminder, "...has supported us with toilet training my youngest (child) by ensuring consistency in terms of routine whilst in their care."

Views of the parents had been sought informally and acted upon. The childminder spoke with parents about attending a toddlers' group after taking forward one parent's suggestion. The parent told us, "Gillian is open to all ideas from ourselves, and I feel she takes all of these on board. I had mentioned once about my child enjoying attending a toddler group with a previous childminder and they now attend the local toddlers once a week which my child loves!".

The childminder was open to suggestions that would improve the quality of care for the children. She now needs to consider more formal ways to evaluate the service and agreed that this required further development. We discussed how the childminder would benefit from accessing Care Inspectorate guidance 'A quality framework for day care of children, childminding and school aged children', 'Realising the Ambition', and 'My childminding journey'. This would support the childminder to reflect on what is working well and what could be improved, and should involve parents and children whenever possible.

## How good is our staff team?

4 - Good

We made an evaluation of good for this key question, as several important strengths, when taken together, clearly outweighed areas for improvement.

### 4.1 Staff skills, knowledge and values.

The childminder had a loving and caring attachment with the children in her care. Children were welcomed into her home and included in her family's life. We saw that children had developed very positive relationships with the childminder's own children. Strong attachments with the childminder helped children to feel secure and comfortable in the setting. Parents told us:

"(My child) runs into Gillian's every week without even looking back and I know my child has such fun and is in the safest hands. I couldn't have asked for a more loving, supportive and devoted childminder".

"Whilst Gillian is very professional in terms of the service she provides, it very much feels like a 'home from home' for the children, and her whole family are extremely welcoming".

The childminder was a member of the Scottish Childminding Association, and she received regular updates through Care Inspectorate emails. This helped her keep up to date with some of the latest guidance. The childminder has also accessed some training to support her in her role, such as 'learning through play' and 'autism awareness'. This ensured positive outcomes for children. She would benefit from further training and support to help keep up to date with good practice. (See area for improvement 1)

## Areas for improvement

1. To support children's wellbeing, learning and development, the childminder should access good practice guidance and training.

This should include, but not be limited to:

- a) refresh training in child protection
- b) become familiar with good practice guidance documents such as:
  - 'loose parts play toolkit'
  - 'Your childminding journey' and 'My childminding experience'
  - 'Realising the ambition: Being Me'
  - 'A quality framework for day care of children, childminding and school aged children'.
  - 'Management of medication in daycare of children and childminding services'
  - 'personal plan guidance'.

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

## 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 ensure that effective measures are in place to control the spread of infection within her service and keep children healthy. For example, children should be supported to follow good hand hygiene practice. Pet living quarters should be kept clean and away from food areas.

The childminder should refer to Health Protection Scotland good practice guidance - 'Infection Prevention and Control in Childcare Settings' (October 2016).

National Care Standards early education and childcare up to the age of 16. Standard 2: A safe environment and Standard 3: Health and wellbeing.

**This area for improvement was made on 9 January 2018.**

### Action taken since then

Children were supported to wash their hands at appropriate times, for example before lunch. During mealtimes, family pets were kept away from the dining area which was clean and well maintained. 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](http://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?	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

## 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](http://www.careinspectorate.com)

## Contact us

Care Inspectorate  
Compass House  
11 Riverside Drive  
Dundee  
DD1 4NY

[enquiries@careinspectorate.com](mailto: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.