

Hughes, Elizabeth Child Minding

Dundee

Type of inspection:
Unannounced

Completed on:
1 October 2025

Service provided by:
Elizabeth Hughes

Service provider number:
SP2017989273

Service no:
CS2017359024

About the service

Elizabeth Hughes provides a service from their home in Dundee. The service is registered to provide care to a maximum of six children under the age of 12 at any one time, of whom no more than three are not yet attending primary school and of whom no more than one is under 12 months. Minded children can only be cared for by persons named on the certificate. No overnight care will be provided.

The service is based in a residential area of Fintry in Dundee and is close to green spaces, schools, and other amenities. Children use the ground floor of the property for indoor activities and an upstairs bathroom, while the enclosed garden provided an outdoor play space.

About the inspection

This was an unannounced inspection which took place on 30 September 2025 between 09:15 and 11:45 and 01 October 2025 between 09:15 and 11:15. 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:

- observed practice and daily life
- reviewed documents
- spoke with the childminder
- spoke with a child using the service
- received three completed questionnaires from family members
- assessed core assurances, including the physical environment.

As part of our inspections, we assess core assurances. Core assurances are checks we make to ensure children are safe, the physical environment is well maintained and that a service is operating legally. At the time of this inspection, improvements were identified relating to core assurances. We have reported where improvement is necessary within Leadership and Children are supported to achieve.

Key messages

- Families views were gathered, which demonstrated that they were valued and important, to improving outcomes for children.
- To ensure children and families aspirations are represented in the service, the childminder should develop a shared vision, values and aims.
- Children were happy and confident in their play with a responsive childminder who respected their voice and ideas.
- Quality assurance and self-evaluation processes should be developed, to promote the improvement of the service, and ensure quality outcomes for children.
- Infection, prevention and control measures should be further developed to minimise the risk of any spread of infection.

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

Leadership	3 - Satisfactory / Adequate
Children play and learn	3 - Satisfactory / Adequate
Children are supported to achieve	3 - Satisfactory / Adequate

Further details on the particular areas inspected are provided at the end of this report.

Leadership 3 - Satisfactory / Adequate

Leadership and management of staff and resources

We evaluated this quality indicator as satisfactory/adequate where strengths just outweighed the weaknesses.

The childminder was passionate about providing positive experiences for children and their families. One parent commented, 'Friendly, caring and goes above and beyond for my child.' They gathered families feedback annually to assess the service provided and asked for suggestions on how to improve. We discussed how this could be developed to support the childminder to identify practical priorities, to evaluate and improve their service. This would include becoming familiar with the new shared guidance, 'A quality improvement framework for the early learning and childcare sectors: childminding.' We also suggested that the childminder update their own knowledge and skills through appropriate and relevant training, for example, child protection and first aid. This would promote positive outcomes for children and develop a shared understanding of the childminder's strengths and areas for development. (See area for improvement 1).

To ensure high aspirations and continuous improvement were at the centre of promoting positive outcomes for all, we asked that the childminder develop a shared vision, values and aims. We suggested that children and families were included in this process to highlight what was important to them. This would enable the childminder to meet the needs of children and their families and ensure they were valued and respected as individuals. A vision, values and aims would contribute to the ethos the childminder wished to achieve in promoting quality experiences for children. (See area for improvement 2).

Quality assurance systems should be developed to ensure they are effective in supporting the childminder to manage their service. We discussed the benefits of streamlining paperwork to ensure that auditing processes were focused and manageable. This would include reviewing policies and procedures, and risk assessments to ensure they were effective in supporting the childminder to meet children's needs. (See area for improvement 3).

Areas for improvement

1. To improve outcomes for children and support ongoing developments, the childminder should develop self-evaluation and improvement processes.

This should include, but is not limited to:

- identifying their strengths and potential developments
- becoming familiar with best practice guidance to support them to reflect and plan for continuous improvement
- maintaining relevant knowledge, skills and training to support children's overall wellbeing.

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).

2. To promote high aspirations for children and their families and support the childminder in providing a service that is well led, the childminder should develop a vision, values and aims.

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

'I am actively encouraged to be involved in improving the service I use, in a spirit of genuine partnership' (HSCS 4.7) and 'I use a service and organisation that are well led and managed' (HSCS 4.23).

3. To ensure that quality assurance processes impact positively on outcomes for children, they should be developed to help identify and inform improvement.

This should include, but is not limited to,

- developing a calendar to support the childminder audit their service, for example, reviewing personal plans
- updating policies and procedures in line with guidance and best practice
- developing risk assessments to identify actions taken to minimise risks and consider risks when on outings in the community.

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) and 'I am actively encouraged to be involved in improving the service I use, in a spirit of genuine partnership' (HSCS 4.7).

Children play and learn 3 - Satisfactory / Adequate

Play, learning and developing

We evaluated this quality indicator as satisfactory/adequate where strengths just outweighed the weaknesses.

The childminder promoted children's interests in play and offered experiences for them to explore and develop their skills. Children were happy, confident, and engaged in their chosen play. One parent commented, 'My child is well looked after, is thriving and happy.' The childminder knew children well and supported their interests through the resources provided. Children were happy to share their voice and ideas which demonstrated that they were confident in the childminder's care.

Children would benefit from a planned approach to their play and learning. This could take into consideration their interests and how activities and experiences could further develop and extend these. We suggested the childminder consider the layout of their resources, to enable children to have more free choice in selecting these to extend their play. This would promote children's imagination and curiosity as they lead their own play.

Photographs highlighted activities that children participated in. We discussed how these could be recorded to ensure they were meaningful to children. We suggested that the childminder involve children in this process to identify their learning and next steps. This would enable the childminder, children, and their families to recognise and celebrate their successes and achievements. We suggested developing the use of a floor book to record photographs, children's mark, and voice. This would provide opportunities for children to revisit experiences and further develop their learning. (See area for improvement 1).

Children's play, learning and developing was extended through the childminder's use of books in play. They listened carefully to the children's interests and shared books together to deepen their understanding. For example, when talking about sharks, the childminder shared a book with a child and enabled discussions about shark types and features. This meant that children had opportunities to develop their thinking skills and knowledge of the world.

Areas for improvement

1. To ensure play experiences challenge children, meet their interests and developmental needs, the childminder should develop their planning processes.

This should include, but is not limited to:

- recording observations of children's play and learning to inform planning
- identifying next steps to support children progress and achieve
- recognising and celebrating children's successes and achievements
- developing a process where children can revisit and evaluate experiences.

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

'As a child, my social and physical skills, confidence and self-esteem and creativity are developed through a balance of organised and freely chosen extended play, including using open ended and natural materials' (HSCS 1.31).

Children are supported to achieve

3 - Satisfactory / Adequate

Nurturing care and support

We evaluated this quality indicator as satisfactory/adequate where strengths just outweighed the weaknesses.

Interactions were kind, warm and nurturing, which demonstrated that children were loved and cared for. The childminder spoke calmly, sensitively and reinforced children's spoken words and utterances. They added new words through conversations which helped to extend children's vocabulary. Families were warmly welcomed into the childminder's home and were valued as an extension to the childminder's own family. One parent commented, 'Just feels like home.' As a result, children and their families were respected.

Transitions between experiences were managed well and the childminder ensured that children were aware of the day's events. For example, the childminder was knowledgeable of children becoming hungry and suggested they organised snack. Children were fully involved in the snack process. They chose their plate and helped the childminder decide what to prepare for snack. We asked that the childminder ensure they follow best practice guidance when providing drinks for children. Juice was provided on the first day of the inspection, however they were offered milk on the second day. To minimise the risk of any spread of infection, we asked that the childminder ensure that hands are washed with warm soap and water and the table is cleaned prior to children eating. (See area for improvement 1).

The childminder should ensure that children's privacy and dignity are maintained, and they follow best practice in relation to personal care. This would include identifying a suitable space to change children and maintaining effective hygiene throughout, for example, handwashing and use of personal protective equipment. (See area for improvement 1).

Children's care and support was discussed informally in consultation with their families. Consistent care from a nurturing childminder meant that their individual needs were met. One parent commented, 'They have a lovely relationship and my child talks about how much fun they had.' Personal plans gathered children's information as they entered the service, however these were not reviewed or updated. We asked that the childminder ensured that they always have access to children's personal plan information to support and plan for their care, and their wellbeing. Children's routines, care strategies, progress, and possible next steps would benefit from regular reviews, to ensure they receive the right care at the right time.

We asked that the childminder develop chronologies to record significant events in children's lives. This would support them to identify patterns or triggers in any changes to children's behaviour or any concerns. This would ensure children's overall health and wellbeing was supported and their needs met. (See area for improvement 2).

Areas for improvement

1. To maintain children's health and wellbeing, the childminder should promote good hygiene practices and effective infection prevention control at key times. To ensure hand washing is effective, the childminder should encourage the use of soap and warm running water.

This should include, but is not limited to:

- before and after meals, and personal care
- when undertaking personal care routines for example, maintaining children's privacy and dignity and appropriate use of gloves and aprons.

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

'Any treatment or intervention that I experience is safe and effective' (HSCS 1.24).

2. To support and protect children's wellbeing, the childminder should ensure detailed chronologies are in place to record significant events in children's lives.

This should include, but is not limited to:

- recording dates and times of significant information related to children's development/experiences
- recording information shared from families and other professionals
- identifying concerns or changes in behaviour.

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

'I am protected from harm, neglect, abuse, bullying and exploitation by people who have a clear understanding of their responsibilities' (HSCS 3.20) and 'I am listened to and taken seriously if I have a concern about the protection and safety of myself or others, with appropriate assessments and referrals made' (HSCS 3.22).

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

Leadership	3 - Satisfactory / Adequate
Leadership and management of staff and resources	3 - Satisfactory / Adequate
Children play and learn	3 - Satisfactory / Adequate
Playing, learning and developing	3 - Satisfactory / Adequate
Children are supported to achieve	3 - Satisfactory / Adequate
Nurturing care and support	3 - Satisfactory / Adequate

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