

# Robertson, Marion Child Minding

Dundee

**Type of inspection:**  
Unannounced

**Completed on:**  
29 January 2026

**Service provided by:**  
Marion Robertson

**Service provider number:**  
SP2003901372

**Service no:**  
CS2003002916

## About the service

Marion Robertson provides a childminding service in Monifieth, Angus. The service is registered to provide care to a maximum of 6 children at any one time under the age of 16, of whom a maximum of 6 may be under the age of 12, of whom no more than 3 are not yet attending primary school and of whom 1 can be under the age of 12 months. Numbers are inclusive of children of the childminder's family.

The children have access to the dining room, hall, kitchen, and bathroom within the childminder's home. Children also access the enclosed outdoor play space.

## About the inspection

This was an unannounced inspection which took place on 29 January 2026 between 15:20 and 17:00. Feedback was shared with the childminder on 29 January 2026. 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 complaints information, information submitted by the service and intelligence gathered throughout the inspection year.

To inform our evaluation we:

- spoke to and spent time with five children using the service
- spoke to one parent
- spoke with the childminder
- assessed core assurances, including the physical environment
- observed practice and daily life
- reviewed documents.

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 section 'Children are supported to achieve'.

During this inspection we 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 were happy and were having fun during their play.
- The childminder knew the children well and had a good knowledge and understanding of each child's needs and current interests.
- Parents were welcomed into the childminder's home which supported effective sharing of information.
- The childminder should review policies and risk assessments to reflect current practice and guidance.
- Personal plans should be reviewed and updated to include an all about me section for children to complete to identify current needs, wishes and preferences.

## 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	4 - Good
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

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

The childminder did not have a formal vision and values in place; however, they were able to discuss their vision for the service. The childminder emphasised the importance of quality play experiences as well as children having the opportunity to rest after a day at school. It would be beneficial for the childminder to formalise these values. Children and families could be included in this process which could support positive outcomes for all.

The childminder should develop their approach to quality assurance. Policies and risk assessments should be reviewed and updated to reflect current practice and guidance. Regular quality assurance processes would support the childminder to identify strengths and areas for improvement. This would lead to more responsive practice that promoted positive outcomes for children and families. (See area for improvement one.)

The childminder involved children in the self-evaluation of the service using questionnaires. This supported the childminder to reflect on their service and make changes when needed. The childminder was responsive to children's ideas and suggestions that were shared during discussions. These were taken forward whenever possible. Questionnaires had not been completed recently. It would be beneficial if these could be shared with children to further support self-evaluation and improvement within the service.

Daily discussions took place with families during pick up time. This provided valuable opportunities for sharing of information to ensure children's needs were fully met. Parents had the opportunity to share feedback or raise concerns during verbal discussions. The childminder shared that she would act upon any feedback shared by families. This ensured that parents felt valued and included in the life of the service.

The childminder completed child protection training annually to ensure she had the knowledge and skills to keep children safe. They had a good understanding of processes to follow should a child protection concern arise. This supported the childminder to keep children safe from harm and abuse.

### Areas for improvement

1. To support positive outcomes for children, the provider should develop their approach to quality assurance and monitoring processes. This should include the regular review of policies and risk assessments.

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).

**Children play and learn** 4 - Good

We evaluated this quality indicator as good, where there were important strengths within the setting's work and some aspects which could benefit from improvement.

Children were having fun and were laughing during their play experiences. They shared that they had an interest in art and craft and enjoyed being creative. The childminder was responsive and provided appropriate resources to support the children's current interests. This ensured that children's thoughts were valued and respected.

Children played well together while taking part in creative experiences and developing their imaginations. For example, they interviewed each other for the roles of teacher and head teacher. Nice discussions took place between the children about homelife and their day at school. One child shared, 'I've been to Finland, it was too cold.' This sparked a discussion about the weather and temperatures. The childminder had a good understanding of when to support discussions and when to step back and allow children to lead their own play. This supported children to develop quality play and learning opportunities independently.

Language, literacy and numeracy skills were developed through word searches, counting, reciting the alphabet and identifying letters. Older children supported younger children to recognise and identify letters during their play. The childminder offered praise and encouragement which supported progression and achievement.

During holiday periods, the children would be involved in trips within their local community. This included outings to the beach and local parks. A child shared, 'I like trips.' Children also shared that they played outdoors in the childminder's garden. These opportunities supported children to be active and become familiar with their local community.

On occasions, photographs of children's play and learning experiences were shared with families through WhatsApp. This provided an opportunity for families to share comments and feedback and be included in their children's play and learning opportunities.

**Children are supported to achieve** 3 - Satisfactory / Adequate

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

The childminder knew the children and families well and provided a warm, welcoming and homely environment that supported children and families to feel valued and respected. Interactions were kind and caring and a child shared, 'We like coming here.' Positive relationships had been established between the childminder and children. This supported children to feel safe and secure. Transitions between school and the childminder's home were effectively managed. This supported positive outcomes for children.

Snack time provided a positive sociable experience for children. They developed independence by collecting their snacks from the kitchen and then disposing of used plates. Children sat round the dining table and interacted with their peers. The childminder interacted with children throughout the mealtime experience

and joined in with children's discussions. Children's independence and life skills could be further supported by being involved in the preparation of snacks.

The childminder knew children well. Personal plans were not available for us to review due to them currently being updated by families. We discussed with the childminder that personal plans should be reviewed every six months rather than annually. The personal plan template included most of the required information, however, these could be further developed to include an 'All about me' section. Children could complete these to highlight and identify their current needs, wishes and preferences. This would provide further information including the child's voice to support the childminder to fully meet the needs of all children. This would lead to improved outcomes for all. (See area for improvement one.)

Families were welcomed into the childminder's home. A parent shared, 'Feels like another home, my child is settled here.' This provided the childminder with the valuable opportunity to share information with parents about their child's day. A parent shared, 'Marion is welcoming and approachable.' This approach supported the childminder to develop positive partnerships with families which impacted positively on children's care and support.

## Areas for improvement

1. To ensure that children's needs can be fully met, personal plans should be further developed. This should include, but is not limited to:

a) personal plans being reviewed and updated at least every six months to ensure all information held is accurate and current

b) personal plans including an 'All about me' section to ensure each child's needs, wishes and preferences are recorded.

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

'My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices' (HSCS 1.15).

## 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

Leadership	3 - Satisfactory / Adequate
Leadership and management of staff and resources	3 - Satisfactory / Adequate
Children play and learn	4 - Good
Playing, learning and developing	4 - Good
Children are supported to achieve	3 - Satisfactory / Adequate
Nurturing care and support	3 - Satisfactory / Adequate

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Dundee  
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