

# Bunton, Annmarie Child Minding

Glasgow

**Type of inspection:**  
Unannounced

**Completed on:**  
24 June 2025

**Service provided by:**  
Annmarie Bunton

**Service provider number:**  
SP2003909427

**Service no:**  
CS2003020185

## About the service

The service operates from the childminder's home in the Drumchapel area of Glasgow. The service is registered to provide a care service to a maximum of 6 children at any one time under the age of 16, of whom no more than 3 are not yet attending primary school and of whom no more than 1 is under 12 months. Numbers are inclusive of the childminder's family. At the time of inspection 1 child was in attendance.

Children had access to a comfortable living room, small play area in the large hall and dining kitchen. A safe, enclosed rear garden provided opportunities for outdoor play. The childminder makes good use of local play parks and the near by woodland area to enhance children's experience.

## About the inspection

This was an unannounced inspection which took place on 23 June 2025. The inspection was concluded on 24 June 2025 by telephone, confirming the inspection findings. 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 one child using the service
- spoke with the childminder
- gathered the views of two families
- reviewed documents
- observed practice and daily life.

## Key messages

- The childminder was warm, caring and nurturing in their interactions.
- Children were happy, confident and settled in the service.
- Children were cared for in a safe, homely environment.
- Opportunities for play and learning were enhanced through experiences in the local and wider community.
- The childminder should further develop self-evaluation procedures to support continuous improvement.
- The childminder should continue with plans to develop planning processes to support children's learning.

## 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?	4 - 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?

4 - Good

We evaluated this key question as good, as several important strengths, taken together, clearly outweighed areas for improvement.

### Quality indicator 1.1: Nurturing care and support

We evaluated this quality indicator as **very good**, where significant strengths supported positive outcomes for children.

Children were happy, settled and relaxed in the childminder's care. They experienced warm and nurturing interactions which supported them to feel safe and secure. The childminder knew children well and were attuned to their needs. Hugs, gentle touch and words of reassurance supported positive attachments with the childminder. One parent commented, "I love my [child] going because the care and love [they] give them is amazing, and the positive impact [they] have had on their development and wellbeing." Some children had expressed their feelings through written messages and had made star awards for the childminder stating, "You are the best childminder ever!"

Strong relationships and close connections with children and families were at the heart of the service. Older children and families that had left the service still popped in regularly to visit. Parents valued the relationships the childminder had with them and their children. One parent told us, "My [child] is well looked after and I can fully trust [them]. My [child] dotes on [them] and loves going everyday. I think it's good for the child and parent to have a good relationship and bond with the childminder which we both have." This contributed to strong, trusting relationships between the childminder, children and their families.

Systems were in place for gathering key information to support children, such as, their likes, dislikes, sleep preferences and medical needs. This supported the childminder to provide personalised care and support to meet the individual needs of children. We suggested personal planning could be enhanced with the addition of SHANARRI wellbeing indicators. This would provide a clear profile of children's development and support the childminder to plan next steps to support children's progress. Parents were very good at sharing information about their child's care needs on an ongoing basis through daily discussions. We advised the childminder to record significant changes that parents verbally shared. This would ensure personal plans contained a record of how children's needs were being met through times of change.

Parents provided packed lunches for children, this ensured children's allergies, food preferences and dietary needs were catered for. The childminder promoted healthy eating and had signposted parents to Setting the Table guidance to share ideas for a nutritious and healthy lunchbox. Opportunities for relaxed and sociable mealtimes were promoted through a choice of spaces to eat indoors and outdoors. Children sat together and were well supervised to ensure safety whilst eating.

Children had a safe and comfortable space to sleep in a quiet area of the living room. The childminder was attuned to children's needs and responded intuitively to their cues. They knew children's routines well and respected their sleep preferences. One parent told us, "[The childminder] can always tell when they are getting tired and can settle them very easily because of the wonderful bond and relationship they have." This enabled children to fall asleep in the way they preferred and was comfortable for them. Regular safe sleep checks ensured children's safety whilst sleeping.

### Quality indicator 1.3: Play and learning

We evaluated this quality indicator as **good**, as several important strengths, taken together, clearly outweighed areas for improvement.

Children were relaxed, happy and confident in exploring the environment. The childminder was aware of children's current play interests and provided resources and experiences to support this. A wide selection of developmentally appropriate resources such as, puzzles, construction and a play kitchen were available and easily accessible to promote children's choice. This ensured children could confidently lead their own play and learning to suit their interests. Families commented positively on the experiences their children were involved in. One parent told us, "My [children] take part in different craft experiences and have opportunities to bake."

Children had access to resources that supported their literacy and numeracy skills. There were a wide selection of books to read and a range of materials offered opportunities for mark making, drawing and writing. Children's work was displayed in the entrance area. This helped children feel a sense of pride and achievement in their work. We observed one child deeply engaged in play with Duplo blocks and coloured wooden stacking rings. The childminder used comments and modelled language to support the child's skills in identifying, sorting and matching colours. This supported the child's developing knowledge and understanding of early numeracy concepts.

Planning for children's learning was happening through visual observations of children's interests. The childminder shared with us they had identified planning processes needed to be further developed. We agreed, and advised recording learning in a more structured way would help plan next steps to support children's individual learning and monitor progress in their development. Learning was being shared with parents through photographs and simple observations in children's daily diaries. This offered some opportunities for parents to be included in their children's play and learning.

Children's play and learning was enhanced through strong links to the local and wider community. Children accessed the play park in the street and the close by woodland area. Children particularly enjoyed tree climbing that offered opportunities for challenge and risky play. The childminder made good use of the city's transport links. Children often travelled by train and bus to enjoy visits to Botanic gardens, Kelvingrove art gallery and Riverside museum. This supported children to make connections with their local and wider community and supported their sense of belonging.

### How good is our setting?

**5 - Very Good**

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

### Quality indicator 2.2: Children experience high quality facilities

The childminder created a warm, welcoming home where children and their families were valued and respected. The entrance hall included a parents noticeboard, display board for children's work and achievements, and pegs where children could keep their personal items. This promoted children and families sense of belonging.

The areas used by children were clean, tidy and comfortably furnished. Children moved freely between the living room and large hall to support their play. The living room offered a calm, cosy space where children could rest and relax. One parent told us it was, "A nurturing, home like environment". This sent the message to children and families that they mattered.

The rear garden provided a safe, secure space for children to play. Children's sensory and imaginative play were promoted through a play house, well resourced mud kitchen and large sand pit. One parent commented, "They love the sand pit and loves to play in it". A covered eating area and raised tent provided sheltered spaces for children to rest and relax outdoors.

All parents agreed their children were cared for in a safe, secure and well-maintained environment. One parent told us, "[The childminder's] house is well secure and safe. The house is always clean and tidy". To maintain a safe environment, ongoing visual and formal daily risk assessments were in place. They ensured consistency in the safety and cleanliness of the setting throughout the day. This enabled children to explore freely and securely in an environment that was safe and hygienic.

The childminder demonstrated good practices in infection prevention and control. Handwashing practices were in place at key points throughout the day, such as, mealtimes, toileting and nappy changing. The childminder used gloves and aprons for nappy changes to minimise risk of spread of infection. This contributed positively to children's health and wellbeing needs.

The childminder was aware of the importance of keeping children's personal information safe. To protect children's privacy their sensitive information was stored safely and securely and only shared with parents.

## 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

Clear aims and objectives were in place. We found these reflected the ethos and practices of the service. For example, providing a warm, welcoming and safe environment for children and families, and providing opportunities for daily outdoor play. Aims and objectives were shared with parents through an information booklet prior to starting. This supported parents' understanding of the care provided and helped them choose a service that was right for them and their child. One parent told us, "I can't fault [the childminder] for anything. The service [they] provide is fantastic".

The childminder deeply cared about children and families using the service. They engaged well with the inspection process and welcomed opportunities to discuss ways to improve the service. The childminder had identified key areas for improving the service, such as, planning for children's learning and developing processes for self-evaluation. They were in the early stages of using Care Inspectorate's 'A quality framework for daycare of children' to support improvements. We advised the use of the challenge questions within the guidance would further support them to identify what is working well and what needs to improve to promote good outcomes for children. This had potential to contribute positively to the development of the service.

Consultation with families was taking place on an ongoing basis through daily conversations. All parents strongly agreed they were involved in helping to develop the service and spoke positively about communication methods. One parent commented, "Myself and [the childminder] have great communication between each other. We communicate everyday face to face and on the phone". The childminder shared plans to reintroduce parental feedback questionnaires. We agreed this would provide further opportunities for parents to help shape the service. We suggested results of parental feedback could be shared with parents on their noticeboard. This would allow parents to see how their contributions helped the service to improve.

Consultation with children was adapted to suit their age and stage of development. Younger children were offered choices throughout the session to support them to make their wants and needs known. Older children were encouraged through conversations to share their thoughts and ideas about resources and learning opportunities. This supported children to feel empowered within the service.

### 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

Children were cared for by an experienced childminder that cared deeply for them and supported them with warm, kind and nurturing interactions. This had helped create close bonds between the childminder and children, and meant children felt happy, safe and secure in their care. One parent commented, "[The childminder] is the kindest person and an absolutely amazing childminder. I love having my child with [them] and would highly recommend".

The childminder had a positive outlook on professional development and was committed to improving their skills and knowledge. They sought training opportunities through the Scottish Childminding Association (SCMA) to support them in their role. This included paediatric first aid, food hygiene and infection prevention and control. We discussed the importance of documenting training to reflect on the impact it had in practice. This would support the childminder's understanding of how training resulted in better outcomes for children.

Children's safety was a priority. The childminder understood their role in keeping children safe and protected. They completed child protection training on an annual basis and were knowledgeable of procedures to follow in the event of any safeguarding concerns. This contributed to an environment where children were safe and protected.

## 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?	4 - Good
1.1 Nurturing care and support	5 - Very Good
1.3 Play and learning	4 - 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.