

# Joss, Marion Child Minding

Dundee

**Type of inspection:**  
Unannounced

**Completed on:**  
25 June 2025

**Service provided by:**  
Marion Joss

**Service provider number:**  
SP2005945601

**Service no:**  
CS2005112546

## About the service

Marion Joss provides a childminding service from her home in Burnside of Duntrune, Angus, which is located on the outskirts of Dundee. The service is registered to provide care to a maximum of six children at any one time under the age of 16, 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 and household. Mr Andrew Joss may be employed as an assistant to the service. Minded children cannot be cared for by persons other than those stated on the registration certificate. Overnight care will not be provided.

The service is based within a rural location and is close to a local school and several local communities, shops and parks.

## About the inspection

This was an unannounced inspection which took place on 25 June 2025 between 11:45 and 14:30. Feedback was shared during this visit. The inspection was carried out by an 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:

- spoke with three children using the service
- spoke to the childminder
- received seven completed questionnaires from parents
- observed practice and daily life
- reviewed documents.

## Key messages

- The childminder knew the children she cared for well and had a good understanding of their routines and preferences.
- Interactions between the childminder and children were warm, caring and loving.
- The childminder had developed positive relationships with families.
- Children were happy and were having fun during their play and learning experiences.
- The childminder had taken part in a variety of training opportunities which supported her practice.
- Children took part in a range of play experiences within their local community.

## 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?              | 5 - Very 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

Interactions between the childminder and children were warm, caring and loving. One child said, 'I love you' to the childminder who was responsive to this. The childminder knew the children well and had a good understanding of routines from home. A parent shared, 'She is so caring, kind, does plenty activities with my children, treats them like they are part of her family. A wonderful childminder'. The childminder's approach to settling-in was well managed to meet the needs of new children and their families. Children were confident and felt safe and secure in the childminder's home and positive attachments had been formed.

Nappy changing was carried out respectfully and privacy and dignity was maintained. Nice interactions took place during the experience. Infection prevention and control processes were in place and were followed at all times. Hand washing was carried out after the nappy change. This ensured that the risk of spread of infection was minimised.

Lunchtime was a valuable social experience for children. The childminder interacted with children throughout. Children's independence was supported and encouraged during the mealtime experience and children were offered healthy and nutritious options. Infection prevention and control measures were followed and maintained throughout. This experience provided an opportunity for children to develop their independence and life skills.

Personal plans were in place for children and included information to ensure the childminder could meet their needs. A parent commented, 'Any changes with my child are always discussed'. Not all plans had been reviewed within six months, this was discussed, and the childminder was responsive to ensuring this was completed. This would ensure that the childminder had accurate and current information for each child to continue to meet their needs.

Children had the opportunity to rest or sleep throughout their day. One child slept in a travel cot and was regularly checked on and monitored. The childminder ensured that children had a safe and comfortable space to sleep which supported the wellbeing needs of children. The childminder had a good understanding of child protection processes and how to make a referral if required. This ensured that children were kept safe from harm or abuse.

### Quality Indicator 1.3: Play and learning

Children were leading their own play and were having fun playing with their peers. Children chose where to play and which resources to play with. One child had a current interest in tractors, and their play was supported through tractors, trailers and books being available and accessible. Children also showed an interest in story sharing and the childminder was responsive to this. Children chose books and sat with the childminder who shared the stories with them. Children joined in, laughed, and interacted with the childminder. These opportunities supported current interests and developed children's play and learning experiences.

The childminder used effective questioning to extend children's thinking and encourage meaningful discussions. Questions like 'What's next?', 'What's that picture?' and 'Would you like more?' supported children to reflect and make choices. These were naturally woven into simple discussions. As a result, children engaged more deeply in conversations and developed their language skills.

Children had access to a range of resources which supported their development of literacy and numeracy. During story sharing, counting was naturally incorporated in a fun way which encouraged engagement and meaningfully promoted early numeracy skills.

The childminder had an overview of stages of development and children's interests through recording observations and progress on developmental plans. These were further evidenced using photographs. These were reviewed and updated regularly to support learning and development.

The childminder made good use of her local community. A parent shared, 'My son loves going to Marion's. He's always excited to go. Marion makes every visit fun and takes him out on exciting trips. I feel totally happy leaving my child with her'. Children attended Bookbug sessions, visited local parks to keep active and attended local toddler groups to experience different play and learning opportunities. This developed children's social skills and developed their awareness of their local community.

### 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 provided a welcoming and homely environment for children and families. Artwork and photographs of children were displayed on the walls which provided the children with a sense of belonging. A parent commented, 'Marion offers a very homely safe space for the children, during the holidays there is lots of different fun and engaging activities for the children, Marion also takes the children's interests into consideration when thinking of activities'.

The children developed their independence as they moved freely between the sitting room, hall area and kitchen to take part in a range of play experiences. The environment was well organised, and a wide range of resources were easily accessible. Children chose what they wanted to play with and moved resources between rooms. They took part in floor play activities, accessed comfortable seating areas, and used the kitchen table during creative play. These opportunities encouraged choice making, independence and creativity.

The childminder's home was safe and secure. Risk assessments were in place which supported the childminder to maintain safe environments for children. A secure outdoor play area offered opportunities for children to be active, explore and be healthy. As a result, children felt safe, and their wellbeing needs were fully met.

Accidents and incidents were recorded in detail. These were shared with and signed off by parents. We had a discussion regarding when to notify the Care Inspectorate of specific accidents or incidents. Children's wellbeing needs were fully supported as a result of these processes.

Infection control measures were in place and maintained to provide a clean environment for children. Handwashing took place at appropriate times and surfaces were wiped down before use. This minimised any possible risks of spread of infection.

## 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 a vision and aims in place which were reflected within her practice. We discussed the benefits of including children and families in the next review of these to provide a shared vision for the service.

Policies were in place which reflected current best practice and guidance. These were reviewed annually by the childminder to keep them current and up to date. We asked the childminder to develop a missing child policy to support her to keep children safe.

The childminder maintained good communication with families to support effective sharing of information. A parent shared, 'Marion is amazing with my child, she always communicates about their day and keeps in touch about anything that's important. She's always organised and nothing ever seems too much for her'. This provided the opportunity for parents to share feedback and make suggestions to support ongoing improvement and change within the service.

Children were regularly consulted about what they would like to do, where they would like to go and were involved in decisions and choice making about new resources. This ensured that children were included and felt valued and respected.

The childminder confidently shared recent changes and improvements to her service. It would be beneficial for significant changes or improvements to be recorded to identify the impact on outcomes and experiences for children.

**How good is our staff team?****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 4.1: Staff skills, knowledge, and values**

Positive relationships had been developed between the childminder, children, and their families. A parent shared, 'Marion is so professional and at the same time is so supportive and makes me and my kids feel like they are in a home from home'. The childminder knew each child well and confidently spoke about their routines, interests, and family life. The childminder was responsive to children's needs and was nurturing and warm during interactions. This resulted in children being confident in a warm and caring environment.

The childminder had a valuable range of knowledge, skills and expertise within child development and supporting play and learning. They had taken part in a range of training opportunities over the last few years to further develop their knowledge and skills. The childminder had also spent time recently reading practice notes and guidance on the Care Inspectorate Hub to keep her knowledge current and up to date. This supported the childminder to improve outcomes and experiences for children and enhanced her professional development.

**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           | 4 - 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?            | 5 - Very Good |
| 4.1 Staff skills, knowledge and values | 5 - Very Good |



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