

Michelle's Little Blossoms Child Minding

Glasgow

Type of inspection:
Unannounced

Completed on:
3 July 2025

Service provided by:

Service provider number:
SP2023000229

Service no:
CS2023000347

About the service

Michelle's Little Blossoms provides a childminding service from their property in a quiet residential area of Uddingston, North Lanarkshire. The childminder is registered to provide care for a maximum of 6 children at any one time up to 16 years of age; of whom no more than six are under 12 years; 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 the childminder's own children. At the time of our inspection, six children were registered with the service who attended on different days.

The service is close to local primary schools, shops, parks and other amenities. The children are cared for in the living room area. They also have access to an upstairs toilet and secure back garden.

About the inspection

This was an unannounced inspection which took place on 3 July 2025 between 09:30 and 12:00. The inspection was carried out by two inspectors from the Care Inspectorate, with one of inspectors shadowing the inspection. 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 children using the service
- received feedback from five family members
- spoke with the childminder
- observed practice and daily life
- reviewed documents.

Key messages

- Children were happy and settled in the care of the childminder.
- Children experienced warm and caring interactions, supporting them to feel loved, safe and secure.
- Children accessed a wide variety of play opportunities that met their interests and stage of development.
- Children's wellbeing was promoted with regular access to outdoor play.
- The childminder was committed to their continuous professional development, which supported them to meet the needs of children.
- The childminder demonstrated a good understanding of child development, which they used to inform practice and contributed to high quality care, play and learning.
- The childminder should continue to develop their approaches to self-evaluation to help them reflect on the quality of the service and inform improvement plans.

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?	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?

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 1.1: Nurturing care and support.

Children experienced warm and caring interactions, which helped them feel loved, safe and secure. The childminder knew children well and were responsive to their needs. For example, they offered cuddles and physical warmth when needed. They were respectful of children's choices and when they needed space and time to play. One parent told us "[my child] loves going to [the childminder's]. They love spending time there and they feel so at home. [The childminder] is so warm, friendly and kind"

The childminder took time to get to know children and families. All children had personal plans in place which contained meaningful information, helping to meet children's needs. For example, health needs, likes and dislikes. The childminder carefully considered this information when planning to support children's care, play and learning. This helped promote continuity of care between home and the childminders. For example, the childminder knew their likes and dislikes, which helped support their daily routines. They recorded meaningful observations, which helped identify next steps for children's development and learning. We asked the childminder to ensure they record any changes to 'all about me information' when this was updated with families. We noted that one plan had out of date information. The childminder agreed to record this going forward.

Children's personal care needs were met in response to their needs. Children's nappies were changed when required, which supported their comfort. This was carried out sensitively, protecting their dignity and privacy.

Children experienced sociable mealtimes as they ate together and often enjoyed picnics in the garden or at the park. This helped them develop positive eating patterns and supported their overall wellbeing. Families provided packed lunches for children, which met their preferences and dietary needs. The childminder ensured that fruit was offered with snacks. In addition, water was readily available for children to access when they wished. This helped ensure children stayed hydrated. Whilst the childminder did not provide meals, they told us that children participated in baking and cooking activities. This helped contribute to developing positive attitudes around food and supported developing skills for life.

Children were able to rest and relax in response to their needs. Most children attending the service did not have a daytime nap. However, the childminder had suitable arrangements in place for sleeping should children need to rest or nap. This included a travel cot and sleep mats. We discussed the benefits of participating in safe sleep training to further support policies and practice. The childminder agreed they would seek out training to support with this.

Quality indicator 1.3: Play and learning.

Children benefitted from a balance of planned and responsive play opportunities, which helped meet their needs, interests and stage of development. Toys and materials were easily accessible, which helped children, explore, choose and be curious.

The childminder knew individual interests of children and provided relevant materials and provocations to support engagement and play. For example, books, Duplo, magnetic tiles, play kitchen, wooden games and puzzles.

In addition, the childminder provided loose parts and open-ended materials, which supported children to learn, problem solve and make discoveries. Loose parts are items that can be used in a variety of ways that supports children's imagination. For example, children explored with cardboard tubes, plastic tubing and bangles. Two parents told us "my child is allowed to explore and be creative in a whole range of opportunities given" and "my [child] has been involved in a lot of different experiences, forest school, the allotments and baking"

Children's wellbeing and physical skills were promoted as they regularly accessed the garden. This supported them to develop their physical skills as they learned to move and control their bodies, run, climb and ride bikes. In addition, the mud kitchen and water tray provided sensory opportunities, which supported children which supported children to explore and create new ideas, helping to support to build connections in their brain. Parents told us they liked "all the activities that is provided each day, its always different" and "my child has been involved in forest school and [the childminder] has a fantastic set up in her garden which is available for the kids all day."

The childminder helped extend children's play ideas as they observed their actions and cues and responded by commenting and providing additional resources. For example, they provided soft balls for throwing and rolling to support their current interest. One parent told us "[the childminders] focuses on what [my child] needs to work on , and will set up activities that will help encourage this."

Children's literacy and numeracy skills were supported through regular engagement with puzzles, games and daily opportunities mixing with other children and singing songs together. Children had the opportunity to visit 'Bookbug' song and rhyme time at the library. They frequently visited parks in the community, which helped strengthen children's connections to the word around them.

The childminder demonstrated a good knowledge of how children play and learn and they valued the importance of outdoor play to support children's overall wellbeing. They identified meaningful play opportunities to support and challenge children's development. For example, one child was supported to learn to walk by strolling around the furniture and provided with space and time outdoors to practice walking on different surfaces. This helped build children's confidence and self-esteem. One child told us they liked "going to the park, playing outside."

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.

Children were cared for in play spaces that were bright, well-ventilated and comfortable. The childminder had made best use of space available, which included storage units for the organisation of toys and materials. This meant children independently chose what they wished to play with. Some materials which benefited from adult support were out of reach. The childminder was responsive in facilitating play with these, reflecting children's interests. There had been careful consideration to include toys and materials that met children's interests.

Children regularly accessed the spacious back garden. This helped ensure children had enough space to play freely and move their bodies, supporting their overall wellbeing. The space was well thought out to maximise children's play and learning experiences. This included a broad range of materials, which supported children to develop their confidence, problem solving and curiosity. For example, a slide, climbing wall, mud kitchen, play house and growing area. This helped create an interesting and safe environment for children to explore freely, whilst being challenged in the abilities. The childminder had introduced some natural materials part to further support children's curiosities. For example, soil, water and pebbles. We observed children having fun as they discovered puddles of rainwater and enjoyed feeling the wind in their face.

The childminder was aware of the importance of infection prevention and control. There were appropriate systems in place to help minimise the risk of spread of infection. For example, hand washing before meals and using disposable gloves and aprons when changing nappies.

A variety of measures were in place to help ensure children were kept safe. This included, a secure front entrance, stair gates and good supervision. The childminder had developed risk assessments to support them identify and reduce any risks. We suggested where risk assessments could be developed further to help keep track of when new risks are identified and what actions were taken to minimise risks. The childminder had recently installed a new fence in the garden, which helped make this space safe and secure. We discussed where the fence was slightly lower at the bottom and asked the childminder to ensure this was included in risk assessment.

The childminder ensured toys and materials were good quality. They had policies in place for maintenance and cleaning of the environment. This helped provide children with high quality play spaces.

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 created a welcoming service that met the needs of children and families. They had a clear vision for the service which reflected the aspirations of families. This included creating a warm, friendly nurturing environment and providing a wide range of engaging and stimulating activities. This was reflected in practice.

Communication with families included, informal conversations, sharing photos as well as updates through text messages and digital platforms. This helped parents to be kept informed about their child's day. Opportunities were available at the end of day to share further feedback, helping provide continuity of care. One parent told us "communication is next to none they also care with their heart and soul about the kids they looks after."

Whilst children were warmly welcomed into the service, at busier times they were dropped off at the door. This was to help minimise the potential spread of infection and ensure the play space was not too congested. Since the end of Covid-19 restrictions, this is no longer necessary. We signposted the childminder to Care Inspectorate's practice note 'me myself and my childcare setting'.

This will help them consider further approaches to daily transitions. These opportunities can help foster positive relationships with children and families.

Families were encouraged to provide feedback to the service through a variety of methods. For example, questionnaires, text messaging and daily chats. Parents responded positively and felt the service was helping meet the needs of their child. One parent told us "we are continuously asked about improvements which could be made. Never any needed but always asked for opinions."

The childminder was in the early stages of developing their approach to self-evaluation. They had recently developed outdoor spaces and had introduced more open-ended materials to support children's curiosity. They should now become more familiar with the quality improvement framework for the early learning and childcare sectors, which can be found on our website. Self-evaluation is central to continuous improvement and would support the childminder to reflect on what is working well and what could be improved. This would help with improvement planning and contribute to positive changes for children and families.

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.

The childminder demonstrated a positive awareness of child development. They had a breadth of experience working in a previous childcare role. This contributed to creating a warm and stimulating environment for children. The childminder had a clear understanding of what children need to help them grow and develop. This supported them to respond to their needs in a caring and nurturing manner, which helped to build good attachments and support children's wellbeing. One parent told us "[my child] has developed such a strong bond with the childminder and their peers."

The childminder had participated in a wide range of professional development opportunities and training courses to support them in their role. For example, they had recently refreshed their knowledge around food hygiene and child protection. They valued the importance of play and understood the benefits of a variety of outdoor play experiences to support children's growth and development. They have committed to training to support children with their language and communication development. The wide range of training helped them to provide individualised support for children that met their needs.

The childminder was a member of the Scottish Childminding Association (SCMA) and often engaged with other childminders. This provided opportunities to share ideas, gain knowledge and reflect on practice contributing to positive outcomes for children.

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

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

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