

# Babadays Child Minding

Livingston

**Type of inspection:**  
Unannounced

**Completed on:**  
22 July 2025

**Service provided by:**  
Chloe Dagnall

**Service provider number:**  
SP2014986289

**Service no:**  
CS2014330797

## About the service

Babadays is a childminding service provided by Chloe Dagnall. The service operates from her two storey house in Mid Calder. It is close to the local school and other community amenities. The areas of the accommodation to be used for childminding are the lounge, conservatory/playroom, bathroom and rear garden.

The service is registered to;

### **Number(s) and Age(s) of person(s) to whom service may be provided:**

1. To provide a care service 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 the childminder's family.

### **Any other conditions unique to the service:**

2. Minded children cannot be cared for by persons other than those named on the certificate. 3. Overnight care will not be provided.

"As part of this inspection we undertook a focus area. We have 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.

Staff deployment of the physical environment, indoors and outdoors.

Safety 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."

## About the inspection

This was an unannounced inspection which took place on Thursday 17 July between 09:30 and 10:00. No children were present so we looked at documentation. We returned on Tuesday 22 July 2025 between 11:15 and 13:00 to finish the inspection. 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:

- spoke with two children using the service and received two completed electronic from parents/carers.
- spoke with the childminder
- observed practice and how children were supported with their routines, play and learning.
- reviewed documents.

## Key messages

- The childminder knew children well and understood their individual personalities which helped meet their needs, rights and choices.
- Children benefitted from the positive relationships they had with the childminder which meant they felt valued
- Self evaluation approaches should be developed to support continuous improvements.
- Professional development and learning opportunities should be increased so the childminder keeps up to date with current practice to improve outcomes for children.

## 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?	4 - Good
How good is our leadership?	3 - Adequate
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, where several strengths impacted on positive outcomes for children.

### Quality Indicator 1.1: Nurturing care and support

All interactions with children were caring, nurturing, kind and respectful. We saw warm and loving relationships had been developed with children who were supported in a calm way. As the childminder knew children well, their needs, rights and choices were met by a child centred approach. As a result, they felt secure, comforted and safe in the childminder's care.

Communication with families meant that the childminder worked in partnership with parents. Information was shared with parents about their children on a daily basis. This helped parents feel included and involved in what they were doing and enabled the childminder to meet children's changing needs. They shared that the childminder had "Good communication, easy to talk to. Flexible with care arrangements."

Relevant information was gathered about children which helped meet their individual health and well-being needs. We saw how information was used to support children develop and have positive outcomes. However to fully meet children's needs, the childminder should develop the use of personal plans. They need to ensure information is updated to reflect children's current needs. If children require medication, information about this needs to be recorded. This would ensure children were receiving the right support at the right time with their health needs. We referred the childminder to the best practice document 'Management of medication in daycare of children and childminding services' (Care Inspectorate December 2024). To agree progress and 'next steps', plans should be formally reviewed with parents at least once every six months. In respect of medication this should be termly. **(See area for improvement 1).**

Children enjoyed a relaxed, unhurried and sociable lunch experience. The childminder supported them to eat safely which prevented choking. While parents provide some food, the childminder makes dinner for children. They advised how they catered for children's individual preferences and dietary needs. Parents confirmed that a "Menu is provided after a discussion with the children's preferences."

### Quality Indicator 1.3: Play and learning

Because the childminder understood the needs of children, there was a good balance of planned and responsive activities. This included using the community to give children real life experiences. For example, going shopping for food. The childminder's positive interactions meant they supported children's choice. For example, talking about what they wanted to do encouraged children's input. Respectful conversations meant their views were valued as they agreed a plan for activities.

Daily experiences were planned to promote children's interests and learning through play. For example, going to toddler group, park and play café. Children therefore, benefitted from a child centred approach. To demonstrate what children gain from activities, the childminder should improve the information maintained about their experiences. For example, clearly recording how they plan to help children develop, identify 'next steps' and record their achievements. They should develop the use of observation as a way to assess how children are making progress. For example, noting why the activity was offered and the benefits and outcomes for children. This should help monitor children's continued progress through play and learning. **(See area for improvement 2).**

Children had access to a fully enclosed garden as well as local parks for outdoor play. They could explore the natural environment as they had freedom to run around or play on large equipment, all of which supported their health and well-being.

### Areas for improvement

1. To contribute to children's care and support needs being met all of the time, the childminder should ensure information about all children's individual needs is in place. The childminder should ensure at a minimum that personal plans are reviewed and updated with parents at least every six months or every term for medication needs.

This would ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state: 'My personal plan (sometimes referred to as a careplan) is right for me because it sets out how my needs will be met, as well as my wishes and choices' (HSCS 1.15) and 'I experience high quality care and support based on relevant evidence, guidance and best practice' (HSCS 4.11).

2. To support positive outcomes for children's learning and development, the childminder should develop the use of observations and records of activities provided. They could be used to assess their progress and identify 'next steps' for their continued learning and development.

This is to ensure I experience high quality care and support that is right for me and is consistent with the Health and Social Care Standards which state that 'I am supported to achieve my potential in education and employment if this is right for me.' (HSCS 1.27)

### How good is our setting?

4 - Good

We evaluated this key question as good, where several strengths impacted on positive outcomes for children.

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

The childminder had created a warm, welcoming and homely environment for children. We saw that the environment was clean, hygienic and well maintained for children. Checklists meant children's safety was promoted indoor and outdoors as hazards had been identified and minimised. In addition the childminder talked to children about safety. For example, making sure they knew the boundaries in place when playing at the park. We advised the childminder to use the checklists in place to maintain a safe environment as templates. These established checks should enable any action needed to be identified and recorded.

A settee and chair gave children a comfortable place where they could rest and relax. Areas used for childminding enabled children to move around as they chose where to play. This promoted children's independence. The childminder advised they were in the process of re-organising the conservatory where resources were stored. This was in response to planned changes to the service as it would mainly be school age children cared for. This should support an environment arranged to suit children's needs and take account of their interests.

Community resources such as local parks and toddler group were well used to extend children's interests. They had fun exploring the natural environment and the opportunities to socialise with other children. They learned about risk, had freedom to run around and played on large equipment which developed their physical skills and confidence.

## How good is our leadership?

### 3 - Adequate

We evaluated this key question as adequate, where there are some strengths, these just outweigh weaknesses.

#### **Quality Indicator 3.1: Quality assurance and improvement are led well.**

The childminder's values were evident in the warm, sensitive interactions observed throughout the inspection. A positive and caring ethos had created an environment which enabled children to share their views and feel listened to. We saw they were supported by the childminder as their ideas were used to plan activities.

Verbal and written communication supported information sharing. Families felt involved as they could share their views which informed the care provided. This enabled a flexible approach which met their needs. Parents were kept up to date every day about their children and progress they were making. They shared they felt "Very involved." And "Any concerns are discussed at the time as they occur."

The childminder had informally reflected on some aspects of the service and shared plans about providing a service to school age children. We discussed evaluation systems with the childminder and advised they become familiar with the best practice document 'A quality improvement framework for the early learning and childcare sectors: childminding'. This document is aimed at helping services evaluate their work. It will help identify what is going well and areas for development. The bitesize information on the Care Inspectorate hub about quality assurance may also be useful. This should help the childminder develop their self evaluation skills and improve outcomes for children. **(See area for improvement 1).**

#### **Areas for improvement**

1. To support improvement and positive outcomes for children, the childminder should formalise evaluation and improvement methods. This should include effective use of professional guidance and the development of action plans to support the monitoring and assessment of identified improvements.

This is to ensure that care and support is consistent with Health and Social Care Standards (HSCS) which states: 'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19).

## How good is our staff team?

### 4 - Good

We evaluated this key question as good, where several strengths impacted on positive outcomes for children.

#### **Quality indicator 4.1: Staff skills, knowledge, and values**

Children and families were benefiting from the childminder's skills, knowledge and respectful approach. The childminder had a good understanding of children's personalities, which enabled responsive care. This promoted confidence in the service as children had positive experiences. Strong relationships had been developed. As a result, children were supported in their play and had positive experiences as they were valued. Parents shared "My eldest(child) likes to chat with our childminder about their day/week."

The childminder recognised and valued working in partnership with parents. Their approachable manner enabled information to be shared on a daily basis. Parents shared that the childminder was "Very friendly, children have a good time, safe place after school. Great service."

The childminder had completed training to promote their professional development. This had included undertaking an SVQ, STEM (Science, Technology, Engineering and Maths) training and First Aid. Moving forward, the childminder should develop the use of best practice guidance which will keep them up to date with current practice. We advised the childminder about guidance that had been updated. For example, management of medication in daycare of children and childminding services - December 2024. A range of information can be found to inspire and guide on the Care Inspectorate's website 'The Hub'.

## What the service has done to meet any areas for improvement we made at or since the last inspection

### Areas for improvement

#### Previous area for improvement 1

The childminder should continue to build her knowledge and understanding of key areas of practice. This should include sourcing and accessing relevant training courses and updating knowledge through research and reading and, in particular, familiarising herself with additional national best practice documents such as 'my childminding journey', 'my world outdoors' and 'my creative journey'.

National Care Standards Early Education and Childcare up to the age of 16. Standard 12 - Confidence in staff.

**This area for improvement was made on 17 November 2017.**

#### Action taken since then

The childminder had completed an SVQ and undertaken training appropriate to their role. They use information from national organisations such as the Scottish childminding association to keep up to date. This recommendation was made under the National Care Standards. We will restate a new area for improvement about professional development reflecting up to date guidance.

**This area for improvement has been met.**

### 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	4 - Good
How good is our setting?	4 - Good
2.2 Children experience high quality facilities	4 - Good
How good is our leadership?	3 - Adequate
3.1 Quality assurance and improvement are led well	3 - Adequate
How good is our staff team?	4 - Good
4.1 Staff skills, knowledge and values	4 - Good



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