

Jenni's Busy Bee Childminding Child Minding

Bathgate

Type of inspection:
Unannounced

Completed on:
15 August 2025

Service provided by:
Jennifer Rafferty

Service provider number:
SP2016988113

Service no:
CS2016347884

About the service

Jenni's Busy Bee Childminding is registered to provide a care service to a maximum of 8 children at any one time up to 16 years of age, of whom no more than 6 are under 12 years, of whom no more than 3 are not yet attending primary school and of whom no more than 1 is under 12 months.

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

The service is provided from the childminder's home in a residential area of Bathgate. Childminding takes place downstairs in the dedicated playroom and the kitchen area. There is a toilet on the ground floor and an enclosed garden area to the rear of the property. The service is close to local schools, shops, recreational facilities and public transport routes.

About the inspection

This was an unannounced inspection which took place on 11 August 2025 between 11:15 and 14:15. Feedback was given to the childminder on 15 August 2025. 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 information gathered since the last inspection.

In making our evaluations of the service we:

- spent time with two children
- observed practice and children's experiences and how they were supported with their care, play and routines
- reviewed feedback from two families using MS forms
- reviewed documents.

Key messages

- The childminder promoted the children's wellbeing through highly skilled interactions, guided by warmth, kindness and compassion.
- Children's overall wellbeing was supported through the effective use of personal planning.
- A recent review of the environment meant that children could access a calming yet rich environment which supported children's exploration at their pace.
- A very good range of activities gave children the opportunity to develop their imagination and their creativity.
- Strong communication with families meant that the aims of the service were meaningfully reviewed with parents and children. This showed a shared ethos and commitment to improve children's experiences and outcomes.
- Children benefitted from a childminder who had the ability to understand and plan for their individual needs, while being keen to extend their knowledge and skills on how children learn and develop further.

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?	5 - Very 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?

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's wellbeing benefitted from warm and nurturing interactions. Children had built a strong attachment to the childminder, and this made them feel valued, accepted and above all loved. We saw lots of smiles, praise and encouragement throughout our visit. The positive and responsive support the children experienced in the setting helped them develop a positive sense of self, promoting their confidence and emotional security.

The childminder had recently reviewed the format of the personal plans to make them more individualised and accessible to both children and parents. This new approach enabled them to identify more clearly children's evolving personal traits, interests and needs, celebrating each child's uniqueness. This change meant that families could be more meaningfully involved in their child's journey at the setting, sharing their insights and perspectives from home.

Working in partnership with parents was a clear priority for the childminder. They understood the importance of ensuring that children experienced regular routines and consistent care. As a result of this, children were respected, and their needs and choices were met. A parent shared with us: "[name of the childminder] has consulted with us on all aspects of the plan and regularly is in communication regarding the needs of the children."

Children experienced relaxed and sociable mealtimes. Families provided packed lunches, and the childminder offered nutritious snacks.

Fresh water was available throughout the day and the childminder encouraged children to keep hydrated.

Children's right to rest was well promoted within the setting as the childminder had reviewed best practice guidance around sleeping and knew when the children needed a gentler pace to their day.

While there was no child needing medication at the time of the inspection, the childminder demonstrated their understanding of the safe administration of medication. Appropriate systems were available to record relevant information, which helped keep the children safe. We signposted the childminder to the recently edited Care Inspectorate guidance 'Management of medication in daycare of children and childminding services' (July 2025), available from the Care Inspectorate Hub.

The childminder had recently accessed online resources about child protection and was clearly committed to their role and responsibilities in keeping children safe from harm.

Quality indicator 1.3: Play and learning

Children were having fun while leading their learning in the setting through art and craft and sensory play. They benefitted from the childminder's approach to play which was child-centred and aimed at sparking the children's curiosity and imagination.

A balance of spontaneous and planned high quality experiences promoted children's creativity, choice and independence.

The childminder effectively supported and extended the children's interests. They skilfully sustained their engagement, offering praise and challenge and encouraging further exploration at the child's pace.

Play opportunities which developed language, literacy and numeracy were naturally woven into the daily routines. As a result of this, children were progressing well and were happy and confident.

The childminder had worked on improving the way in which they recorded the quality of play and learning in the setting. Children's significant learning and overall development progress were well documented in the observations of children at play. Next steps were clearly identified, which supported overall planning and meant that the support was sensitively tailored to suit each child's individual needs.

The floorbook contained a colourful summary of the wide range of activities the children experienced and told a meaningful story about how children's play and learning unfolded in their setting. Children's voices and drawings helped to give the children a sense of ownership of their learning and made them feel heard and valued. Parents told us: "there's a huge range of fun learning experiences, which always look engaging in photos shared".

The childminder also ensured that they celebrated children's progress and achievements with the parents in a section of the personal plans. This enabled families to be involved in their children's learning and development and to receive updates on their achievements. This ensured a shared approach to supporting children's learning and development.

Children had developed positive connections with their local community. The childminder made sure they regularly accessed nearby parks, farms and local attractions. This provided the children with valuable socialising opportunities and a range of fun activities, which promoted children's overall development and independence. Parents commented: [the childminder offers] "lots of outdoors activities ranging from splashing in puddles, climbing trees with supervision and playdates to socialise with other children".

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 benefitted from a playroom which was spacious, homely and well furnished. The parents shared with us that their children enjoyed the happy, positive and child-centred environment. They said it felt it was "the children's space", mentioning the children's photos at the door and the dedicated space for their coats and shoes.

The childminder had recently reviewed the environment to introduce more loose parts and natural materials in the setting. This enabled the children to engage in more open-ended activities that fostered their natural curiosity and imagination. As a result, children explored play resources at their own pace, by using all their senses, while immersed in a calming, safe and inviting environment.

Children accessed the resources independently as they were all carefully placed at their level, including a very good selection of books to suit different ages and stages of development. It was clear that considerable thought had been given to the environment, which demonstrated that children were valued and respected.

Outdoors, there was ongoing renovation work and the childminder discussed with us the measures they put in place to keep children safe. We were satisfied the childminder had considered all the main aspects to minimise any impact on the children's play. The floorbook showed good use of the back garden with pictures of children making potions, playing with sand, water and vehicles and in a pop-up tent. We asked the childminder to consider adopting a risk/benefit approach to their risk assessment, which highlights the numerous benefits of risky play.

Children experienced a clean and clutter-free environment where resources were well maintained. Effective infection control procedures were also in place. Children were encouraged to wash hands at key times throughout the day and the nappy changing procedure ensured a high level of hygiene and privacy. This helped to support children's health, safety and wellbeing.

How good is our leadership?

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 3.1: Quality assurance and improvement are led well

The childminder had recently reviewed the values and aims of their service in consultation with parents and children. They explained that this was to 'ensure that shared values can positively inform my practice', as stated in their review. The childminder clearly valued the families' contribution and sought parents' feedback through informal conversations, text messages as well as an online questionnaire. Overall, the parents expressed that they wanted for their children to be happy, have fun, feel loved and included and make friendships.

Both younger and older children had the opportunity to contribute too through informal chats and through voting on a white board, highlighting what mattered to them such as being listened to, being outside and doing fun activities.

The childminder used a systematic approach to gather and condense the families' views and as a result, the new aims for the service were based on a strong and shared ethos. These were 'to provide a safe, loving and warm environment in which your child can be themselves. I aim to encourage play and interactions to develop strong self-esteem, strong friendships and ensure each child is included, heard and has fun whilst in my care'.

The childminder recognised they needed time to embed effective changes in their practice and therefore set realistic targets in their improvement plan. This meant that they felt confident they could achieve them within the timescale and that the pace of change was sustainable in delivering the intended outcomes. The childminder's positive approach to continuous improvement meant that children benefitted from a service highly focussed on improving their experiences and outcomes.

As part of their improvement plan, the childminder also worked on a systematic review of their policies. They reviewed their 'behaviour management' policy to reflect their renewed ethos and a rights-based approach to practice. The childminder understood the importance of supporting children regulating their emotions. They offered safe boundaries and showed empathy and acceptance. As a result, children could become confident in recognising their emotions and felt valued.

We encouraged the childminder to use the self-evaluation tools available from the Care Inspectorate Hub at the end of their improvement cycle. This should help them reflect on the progress they made and the general direction of the service. They were responsive to this and began to use the self-evaluation questions 'How are we doing?', 'How do we know?' and 'What we are going to do now?' to record their reflections in their newly created service improvement floorbook.

How good is our staff team?

4 - Good

We found important strengths that clearly outweighed areas for improvement in this key question. This contributed to positive outcomes for children and, therefore, we made an evaluation of good.

Quality indicator 4.1: Staff skills, knowledge and values

The childminder understood the importance of building nurturing relationships with the children in their care and positive communication with the parents. They showed warmth and respect in their approach to the interactions. They skilfully read the children's verbal and non-verbal cues throughout the inspection, putting the children's needs first. This promoted children's confidence and as a result, children felt safe and loved. Parents commented: "I do my best to raise independent and free-thinking children with strong boundaries and stable structure and [name of the childminder] is able to accommodate this and helps". Another one echoed: "[name of the childminder] is always approachable and interested in any developments regarding my child".

The childminder recognised the need to enhance their knowledge and skills to provide high quality care and experience for the children attending. They had recently started to record the resources, approaches and guidance they had consulted. We discussed how they could record what courses and materials helped them in their professional development and what impact this had on the children's experiences and outcomes.

The childminder told us they recently adopted a 'curiosity approach' to review the quality of the environment. This led them to create a more calming space where children could focus and explore at their pace through open-ended resources and natural elements such as wood, pinecones, moss. The childminder was able to tell us how they had used what they had learnt to develop and improve the service.

They should now build on this good foundation to refresh their knowledge and the language they adopt to describe children's experiences so that it reflects their renewed understanding of how children develop and learn.

The childminder was highly responsive to our suggestions, which showed their ability to reflect on their practice, a strong drive to deliver high quality care tailored to suit the children's needs and a genuine passion to improve outcomes for children and their families.

What the service has done to meet any requirements we made at or since the last inspection

Requirements

Requirement 1

By 6 March 2025, the provider must comply with the conditions of registration detailed on their certificate to ensure children are kept safe by maintaining their registered numbers.

This is in order to comply with section 64(1)(b) and (3)(a) of the Public Services Reform (Scotland) Act 2010.

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

'I am protected from harm, neglect, abuse, bullying and exploitation by people who have a clear understanding of their responsibilities' (HSCS 3.20).

This requirement was made on 13 February 2025.

Action taken on previous requirement

The childminder took immediate action in February 2025 and changed the minded children's attendance pattern. This ensured they complied with the conditions of registration detailed on their registration certificate.

Met - within timescales

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

To enable children to benefit from a service that is focussed on improvement and committed to providing high quality care, the childminder should develop quality assurance systems, to monitor, review and support continuous improvement of the service.

To further improve outcomes for children, the childminder should ensure they use relevant best practice documents and tools to inform and improve their practice. Using these to build current knowledge, the childminder could consider what the service does well and what could be better. Useful documents and websites can be found at <http://hub.careinspectorate.com>

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

'I use a service and organisation that are well led and managed' (HSCS 4.23) and 'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19).

This area for improvement was made on 13 February 2025.

Action taken since then

The childminder took a proactive and systematic approach to identify realistic targets for their improvement plan, ensuring these would be achieved at a sustainable pace of change. They consulted with parents and children to ensure a shared vision and direction for the development of the service and made steady progress with the priorities identified in their improvement plan. Therefore, 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.

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?	5 - Very Good
3.1 Quality assurance and improvement are led well	5 - Very 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

Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

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.