

Charmander Childminding Child Minding

Livingston

Type of inspection:
Unannounced

Completed on:
20 August 2025

Service provided by:
Eniko Koroknai

Service provider number:
SP2023000099

Service no:
CS2023000150

About the service

Charmander Childminding is provided by Eniko Koroknai who operates a childminding service from the family home in a residential area of Livingston. The service is close to local amenities including green spaces, the local nursery and school and local shops. The service is delivered from the ground floor of the family home and children have access to the lounge, kitchen/diner and downstairs bathroom. Children also have access to an enclosed rear garden.

The service was registered to provide care for a maximum of six 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 include the children of the childminder's family/household. Minded children can only be cared for by persons named on the certificate. No overnight care will be provided.

About the inspection

This was an unannounced inspection, which took place on 20 August 2025 between 09:30 and 13:00 hours. The inspection was carried out by one inspector from the Care Inspectorate, a Care Inspectorate manager was also present to carry out quality assurance. To prepare for the inspection we reviewed information about this service. This included:

- Previous inspection findings.
- Registration information.
- Information submitted by the service.
- Intelligence gathered since the last inspection.

In making our evaluations of the service we:

- Spoke with two children using the service.
- Spoke with the childminder.
- Gathered feedback from three parents/carers.
- Observed practice and daily life.
- Reviewed documents.

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.
- Safety of the physical environment, indoors and outdoors.
- 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.

Key messages

- Children were happy, settled and secure in the childminder's care. They benefitted from warm, nurturing relationships and positive interactions with the childminder which were responsive and individualised.
- The home was clean, comfortable and inviting for children with spaces to rest, relax and play at different levels, with easily accessible toys and games which met their interests.
- The childminder had made a strong start to their childminding business and was reflective and keen to make further improvements to ensure positive outcomes for children.
- The childminder's knowledge and understanding of children's play and learning through their professional learning was supported positive play experiences 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?	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, where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Quality indicator 1.1: Nurturing care and support.

Children were at home in the service as the childminder demonstrated that they knew children and families very well. Children benefitted from nurturing, loving and supportive relationships with the childminder. There was lots of natural chat, smiles and laughter, along with cuddles, praise and reassurance when needed. This contributed to children's level of comfort and affectionate relationships with the childminder.

The childminder had established good communication with families. They used digital technology to share children's daily updates and photographs of their experiences and achievements. This ensured regular communication to meet children's changing needs.

Restorative approaches to distressed or dysregulated behaviours ensured children were supported to understand their emotions and maintained their dignity. Children's emotional wellbeing and resilience was built through discussions about feelings, body awareness and mindfulness techniques.

Provision of nutritiously balanced snacks and meals was enabling children to make positive eating choices supporting them to remain healthy. The childminder had already implemented changes as identified within the updated guidance document 'Setting the table' which was having a positive impact. Mealtime experiences were closely supervised, comfortable and sociable, contributing to children developing positive relationships with food.

The childminder promoted use of a travel cot with parents to support children's safe sleeping. However, there was some use of a buggy for sleeping whilst in the home, as a result of parental request. This is not in line with safe sleeping guidelines and should be reviewed to ensure children can enjoy restful sleep on a flat surface with ability to move naturally. We asked the childminder to work with families to develop a plan to improve safe sleeping habits.

Children's health and wellbeing was supported as the childminder ensured systems were in place to manage medication and accidents. This meant information was quickly shared with families ensuring continuity of care. We reminded the childminder to ensure that all relevant information was recorded on the medication forms. This includes recording the form of medication and strength to further improve safe administration.

Quality indicator 1.3: Play and learning.

The childminder was skilled in fostering respectful interactions and cultural awareness through community engagements such as visiting the local mosque and recognising and celebrating other cultures and diversity through play activities across the year. Litter picking opportunities in the local community raised children's environmental awareness and helped build their civic responsibility.

Children's learning was recorded within journals which documented their experiences and learning and supported identification of next steps. This enabled the childminder to tailor experiences to children's stage of development.

Children's learning was supported through the childminder's responsiveness to their requests in the moment. This enabled them to offer engaging, real-life play experiences tailored to their interests and choices. Activities were designed to extend learning through carrying out experiments which deepened children's learning and understanding, such as looking at and talking about the different parts of flowers. We made suggestions of how the childminder could develop simple planning to support any intentional learning experiences and ensure children's requests and interests were not missed. This would further increase opportunity for children to lead their play and learning and ensure provision is tailored to children's individual interests.

The childminder spoke confidently about children's specific needs and preferences, which ensured the care provided met their individual needs. The childminder worked closely with parents to provide consistency. For example, they attended meetings at other settings with parents to discuss approaches and applied shared strategies. These strategies for support and identified specific needs should now be fully recorded within personal plans and kept under review.

The childminder's interactions provided children with opportunities to problem solve which increased their critical thinking skills. Younger children's language development was enhanced through the childminder speaking to them about their play, repeating words, reading stories daily and singing songs. Numeracy and mathematical skills were promoted through effective questioning and appropriate games and activities. This enabled children's engagement and promoted their learning.

How good is our setting?

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 2.2: Children experience high quality facilities.

The peaceful and inviting home environment supported children's wellbeing. Appropriate ventilation and room temperature was maintained supporting children's comfort. Children moved easily between the living room, the kitchen/diner and the garden as the childminder was responsive to their cues as to where they wanted to play. This meant children were secure and their sense of independence and decision making was empowered.

Children's dignity was maintained through sensitive approaches to nappy changing. We reminded the childminder to follow current infection prevention and control guidance and make use of aprons along with gloves when changing children. We also asked the childminder to promote handwashing after nappy changes to help children establish the connection between toileting and handwashing. This would reduce risk of cross infection and support in keeping children healthy.

Toys and games were plentiful and accessible to children enabling them the freedom to choose which boosted their creativity and cognitive development. Resources were all clean and in good condition contributing to children's enjoyment.

Children's risks of harm was reduced by the childminder putting in place safety equipment to reduce children's access to hazardous items. Other safety equipment such as a fire blanket attached to the wall and stairgate also contributed to minimising children's harm. Written risk assessments were robust and supported positive practice, promoting children's safety and wellbeing.

Children's printed and digital information was held securely ensuring their confidentiality was maintained. This built trust with families and ensured only the right people had access to personal details.

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 was organised and held a range of appropriate policies and procedures which supported the smooth operation of their business. Policies were kept under regular review ensuring they reflected current best practice and legislation. We asked the childminder to make a slight amendment to the policy for complaints to ensure families were aware they may go directly to the Care Inspectorate in the first instance.

The childminder was very reflective when speaking about plans for further development and improvement within the service, demonstrating a clear vision. They had begun to reflect using the quality framework quality indicators to evidence this. This self evaluation enabled them to identify their strengths and any areas for improvement.

There was scope to increase opportunities for children and families to provide their views on the service. We discussed ways this could be achieved and signposted the childminder to the 'Self evaluation toolkit for childminders' available on the hub section of our website at www.careinspectorate.com. This would further empower children and provide them and families with some influence over provision.

We asked the childminder to ensure they familiarise themselves with the new 'shared framework' for future self evaluation. The childminder should use their findings alongside feedback from children and families to identify aspects for improvement for the year ahead. This could form the basis for an improvement plan for the year to help focus on and achieve planned actions. This would further promote positive outcomes for children as they would benefit from a service kept under regular review.

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 benefitted from loving interactions and attentive and co-operative play and learning experiences as the childminder drew upon their own experience as a parent and their professional learning experiences. As a result, children were happy, achieving and nurtured.

Commitment to further learning and development was evident as the childminder spoke confidently about child development. They were proactive in accessing a range of learning and development opportunities. This included e-modules and professional reading. This learning supported them in providing children with appropriate play experiences. For example, the childminder had recently completed a year long course which enabled them to support children's connection with nature and slowing the pace of their learning. This was helping children to learn to be present in the moment, build curiosity and wonder in a natural environment.

We asked the childminder to maintain a log of all learning and development including professional reading. This should include recording the impact of it on service development. This would further support quality assurance and 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?	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?	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

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