

# Hayley McCann Child Minding

Edinburgh

**Type of inspection:**  
Unannounced

**Completed on:**  
17 October 2025

**Service provided by:**  
Hayley McCann

**Service provider number:**  
SP2022000090

**Service no:**  
CS2022000128

## About the service

Hayley McCann provides a childminding service from their detached property on a residential street in the east area of Edinburgh.

The conditions of registration state:

The childminder may 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.

There were five children registered with the service and three children in attendance during the inspection.

Children are cared for in the kitchen/diner with access to a comfortable lounge and well-maintained bathroom. Children also have access to a large, secure garden to the rear of the property.

The service is close to local primary schools, shops, parks and other amenities.

## About the inspection

This was an unannounced inspection which took place on Thursday 16 October between 14:10 and 18:25. 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 registration.

In making our evaluations of the service we:

- spoke with children using the service and one parent onsite;
- received written feedback from four families via an online questionnaire;
- spoke with the childminder;
- observed practice and children's experiences;
- assessed core assurances, including the physical environment; and
- reviewed documents.

As part of our inspections, we assess core assurances. Core assurances are checks we make to ensure children are safe, the physical environment is well maintained and that a service is operating legally. At the time of this inspection, no improvements were identified relating to core assurances.

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; and
- 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 experienced warm and nurturing care from a childminder who knew them well.
- Children's opportunities for play and learning were enhanced through varied and motivating experiences in the local and wider community.
- Children experienced a safe, homely and nurturing environment, which promoted their individual needs and preferences.
- Strong connections with families promoted positive relationships and supported children to experience nurturing care and support.
- To further enhance the service, the childminder should continue to develop the approach to self-evaluation and planning for improvement.

## 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

Leadership	4 - Good
Children thrive and develop in quality spaces	5 - Very Good
Children play and learn	4 - Good
Children are supported to achieve	5 - Very Good

Further details on the particular areas inspected are provided at the end of this report.

## Leadership 4 - Good

### Quality indicator: Leadership and management of staff and resources

We evaluated this quality indicator as good, where there were important strengths within the setting's work and some aspects which could benefit from improvement.

The childminder's vision, values and aims were clearly reflected in their practice. Observations and discussions with the childminder demonstrated a consistent commitment to creating a welcoming and nurturing environment for children and families. Feedback from families showed that the service provided was based on strong, trusting and meaningful connections driven by the childminder's warm and welcoming approach.

The childminder gathered views from children and families in informal ways, such as through daily conversations and observations. This approach helped them to respond to individual needs and preferences. They also provided yearly surveys giving parents time to reflect on the service and provide feedback. The childminder considered the service and asked parents for specific feedback related to areas of development. For example, over time they had consulted with families about their preferred form of updates and agreed that daily photos with a smaller written summary suited them best. This showed respect and willingness to meet the individual needs of families.

Quality assurance processes in place supported children's safety and wellbeing. For example, daily checks of the home and garden were completed to ensure the environment was suitable and comfortable. Other systems such as an evolving training log supported the childminder to ensure core training was up to date and in place. This further supported children's safety and wellbeing.

The childminder was establishing purposeful self-evaluation, which recognised the importance of making improvements over time. Since registration, they had developed specific goals to achieve and set some actions as to how these would be met. For example, they had worked on introducing yoga and mindfulness for children following observations of children and discussions with parents. To further enhance self-evaluation and improvement planning, the childminder should now assess the impact on these actions and the outcome of improvements. Further use of best practice guidance could offer inspiration and ideas to help plan further improvement actions. This could help promote a culture of continuous improvement and support high quality outcomes based on relevant theory and practice.

The childminder showed a desire and commitment to developing their own practice and knowledge in relation to early learning and childcare. They engaged in positive peer support opportunities with other childminders. This helped to support practice and generate ideas for the service. The childminder accessed a wide range of training opportunities, supporting them to provide positive, safe outcomes for children. For example, training in first aid, child-protection, play and additional support for learning enabled the service to be safe, inclusive and fun for children. To further enhance the approach to self-evaluation and improvement planning, the childminder could access learning opportunities specific to the service's improvement priorities. This could help improvements to be further informed by relevant theory and current practice.

**Children thrive and develop in quality spaces****5 - Very Good****Quality indicator: Children experience high-quality spaces**

We found major strengths in this aspect of the setting's work and identified very few areas for improvement, therefore, we evaluated this quality indicator as very good.

Children experienced a welcoming, homely environment that effectively met their varying needs. The childminder's home was maintained to a high standard, which gave a strong message to children that their safety and wellbeing was prioritised. The childminder followed effective infection control procedures to ensure high levels of cleanliness throughout the home. This limited the spread of infection and created a comfortable environment for children.

Daily outdoor play in the secure, spacious and accessible garden supported children's health and wellbeing. Various opportunities in the local and wider community enabled children to explore the world around them and build confidence in different environments. These experiences helped children to have fun and learn new skills. The childminder had procedures in place to keep children safe in the community and supported learning through effective road safety discussions with children.

High-quality resources and spaces within the childminder's home promoted children's play and comfort. The kitchen-diner was set up with children at the heart of the home. This created a child-friendly, interesting space for children to play and learn. For example, they had a small table and chairs where they could safely eat and play. They also used the family style dining table at other times. A range of labelled baskets supported decision making in play. Resources and materials were varied, adaptive and responsive to children's individual abilities, needs and interests. The childminder was developing the use of open-ended materials and was committed to developing these resources to further promote creativity and curiosity.

The security and safety of the home and garden were effective. Systems such as a monitored doorbell and CCTV of the outside boundaries were in place. The childminder informed parents of the monitoring systems when they registered with the service. We advised that a formal record of this could be put in place to support parent's consent to these systems. Children's personal information was protected as it was stored securely while still being accessible.

## Children play and learn 4 - Good

### Quality indicator: Playing, learning and developing

We evaluated this quality indicator as good, where there were important strengths within the setting's work and some aspects which could benefit from improvement

Children were motivated and engaged in play within a welcoming and enabling environment. They were able to make informed choices about their play and learning. They were supported by attractively presented and motivating resources. Labelled baskets of toys, puzzles, books, and other materials promoted children's engagement. There was scope to enhance the level of challenge and depth within the resources provided. For example, in the provision of more open-ended materials to support creativity and challenge for all children. The childminder had started to source some open-ended materials and was aware of the benefits of these as play and learning resources.

Children's learning and development needs were effectively supported as experiences were planned around their interests, family preferences and developmental stages. The childminder showed flexibility as they adapted plans to support engagement and enjoyment. For example, nature walks linked to seasonal changes promoted children's wellbeing and fostered curiosity about the natural world. A wide variety of child-led and adult-led experiences supported learning in language, literacy and numeracy. For example, children enjoyed stories where the childminder encouraged them to ask and answer questions. This made learning interactive and inclusive. Regular outings to parks, libraries, playgroups, museums, and dedicated art sessions enriched children's experiences and supported their social, physical and cognitive development.

The childminder enabled children's play, learning and development as they were responsive and supportive. They recognised children's verbal and nonverbal cues, offering praise and encouragement at an appropriate pace to build confidence and engagement. Interactions such as discussing children's play and wondering aloud with them stimulated children's curiosity and communication. To further enhance problem-solving and creativity, the use of more open-ended questions could add depth and challenge to learning experiences.

Parents were actively involved in their children's development and learning through regular updates, photographs, and meaningful conversations. Information provided by families informed planning and the provision of resources. For example, families valued the community experiences provided and felt the opportunities for children to be creative were well planned. One parent said, "My child can be involved in a range of opportunities and fun experiences to meet their individual needs and support their development."

Observations, photographs, and simple assessment tools were used to monitor progress and identify children's learning and development needs. While these observations were descriptions of the activity, they did not consistently include next steps or recognise specific skills development. Strengthening the approach to observations and assessment could further improve planning and ensure assessments are clear, informative and support progression over time. The childminder acknowledged this during the inspection and was receptive to suggestions for improvement.

**Children are supported to achieve 5 - Very Good****Quality indicator: Nurturing care and support**

We found major strengths in this aspect of the setting's work and identified very few areas for improvement, therefore, we evaluated this quality indicator as very good.

Children experienced warm, consistent and responsive care from the childminder who sensitively enabled them to express their needs. The childminder's approach ensured children felt loved and included. For example, offering cuddles and comfort when they needed support to regulate their emotions and gently supporting them to make choices about their own experiences. Interactions were warm, with lots of praise given to children. The childminder took account of all children's needs, which enabled them to provide support that was responsive and personalised.

Children experienced familiar and consistent routines. For example, mealtimes, nap times and personal care routines reflected a gentle pace and were informed by children's home experiences and preferences. Afternoon snack was a social experience, which promoted children's safety and wellbeing. The childminder sat with children as they ate, promoting conversations and supporting enhanced supervision. This consistent approach provided children with a sense of comfort and security.

Children's wellbeing was supported as their individual strengths, needs and interests were known. Personal plans were detailed, which helped guide the childminder on each child's care. For example, plans clearly outlined the action the childminder would take to support children's physical development when learning to walk. Further development updates and simple observations were focused on the wellbeing indicators, helping the childminder to consider children's development. The childminder worked proactively with families to update information and review plans. As a result, children's care and support was responsive and enabled them to experience positive wellbeing.

Strong connections with families were at the heart of the service. The childminder knew children and families very well. They showed a commitment to supporting families to feel included and connected with the service. Parents were warmly welcomed into the service, with the childminder ensuring pick-ups and drop offs were unhurried and supportive. This enabled parents and children to influence the pace of these transitions. As a result, children and families experienced a warm and welcoming environment where they felt valued, loved and supported.

**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

Leadership	4 - Good
Leadership and management of staff and resources	4 - Good
Children thrive and develop in quality spaces	5 - Very Good
Children experience high quality spaces	5 - Very Good
Children play and learn	4 - Good
Playing, learning and developing	4 - Good
Children are supported to achieve	5 - Very Good
Nurturing care and support	5 - Very Good



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