

Giggles and More Breakfast and After School Club

Day Care of Children

Dechmont Memorial Community Education Centre
71 Main St
Broxburn
EH52 6LJ

Telephone: 07455664311

Type of inspection:
Unannounced

Completed on:
21 November 2025

Service provided by:
Giggles and More Ltd

Service provider number:
SP2024000193

Service no:
CS2025000374

About the service

Giggles and More Breakfast and After School Club is a daycare of children service registered to provide care to a maximum of 43 school aged children before and after school. On Wednesdays and during the school holidays the service can provide care to a maximum of 24 school aged children. The service currently collects children from Broxburn Primary and St John Ogilvie RC Primary. At the time of the inspection the breakfast club was not operating. The service provides care in a community facility in Dechmont West Lothian. When registered to care for 43 children, the service has exclusive access to two large rooms, the kitchen, and toilets. When registered to care for 24 children, it has one room and shared access to the kitchen and toilets. The service does not have their own outdoor space and are registered with the condition that children must have access to outdoor play at all times. There are local parks and outdoor spaces where this can be provided.

The provider of the service is also the provider and manager of Giggles and More Childcare Services.

About the inspection

This was an unannounced inspection which took place on 18 November between 14:30 and 18:00 and the 19 November between 15:30 and 18:00. The inspection was carried out by two inspectors 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.

This inspection took place as a response to a serious incident which we were notified about. As part of our inspection, we assessed the issues that led to the incident and the actions taken by the service since.

In making our evaluations of the service we:

- spoke with children using the service
- spoke with staff and management
- reviewed online feedback from two families
- assessed core assurances, including the physical environment
- observed practice and daily life
- reviewed documents.

At the time of this inspection, improvements were identified relating to core assurances. We have reported where improvement is necessary throughout the report and have made requirements and areas for improvement under the relevant quality indicators.

During this inspection we 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
- 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

- Following a serious incident, the provider had taken some action to prevent risk to others, however, there were other areas of practice that still needed to be improved. As a result, we have made requirements to ensure the safety and wellbeing of people using the service.
- The provider must develop their knowledge of the regulations and responsibilities of running a daycare of children's service to support them to implement them and keep children safe.
- Children had fun playing with friends, however, play experiences needed to improve to support children's rights, ensuring that children had choices about play experiences and opportunities to play outside to support their wellbeing.
- Quality assurance systems needed to improve to support the development of the service.

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	2 - Weak
Children thrive and develop in quality spaces	3 - Satisfactory / Adequate
Children play and learn	2 - Weak
Children are supported to achieve	2 - Weak

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

Leadership 2 - Weak

Quality indicator: Leadership and management of staff and resources

We made an evaluation of weak for this quality indicator, as there were some strengths but these were compromised by important weaknesses.

A vision, set of values, and aims had been developed to guide the service when it began operating. This had not been shared with children and families. The service should consider involving the staff team, children and families in the redevelopment of these to ensure they reflect the service being delivered. Involving staff would allow the aims to be meaningful and relevant to inform practice. This would ensure the service met children and families wishes, needs and choices

The service should continue to develop their practice in line with their aims and positive behaviour policy. The staff team should work closely with children to build a shared understanding of expected behaviours. They should engage children in discussions about what positive behaviour looks like, why it is important, and how it supports a respectful and safe environment. By involving children in setting expectations, the service will promote a shared understanding, ensuring that behaviour and respectful interactions aligns with its aims and values. This will allow children to benefit from a safe and respectful environment.

There were no formal quality assurance systems or improvement plans for the service. The leaders shared that they had looked at snack to make this more efficient, however, no best practice was considered as part of the review. This meant there were missed opportunities to develop the snack in line with best practice to improve children's experiences. Leaders were not confident about implementing quality assurance, self-evaluation or improvement planning systems. We shared resources which would support them with this for example the Care Inspectorate improvement team bite sized support pages and the self-evaluation toolkit. We highlighted the webinars which were designed to support the sector and shared where previous recordings are shared. The service was not yet familiar with the 'quality improvement framework for the early learning and childcare sectors for school aged childcare'. Familiarising themselves with this document and implementing systems would support them to evaluate, identify improvements and plan to develop and improve the quality of the care provided to children (see area for improvement 1).

Staff were not recruited following best practice guidance. Recruitment checks had not been completed before some staff started working in the service. The provider was unable to share records of some references and other references were sought after staff had started. All staff were registered or were in the process of registering with the Scottish Social Services Council (SSSC). Some staff were incorrectly registered with SSSC. This meant that staff were not registered for the role they were employed for and some staff were registered with a different service. Recruitment processes were not robust and required improvement. For example, staff skills, abilities and relevant experience had not been fully considered for the roles that they were recruited for. There were no records of recruitment decision making. This compromised children's safety and wellbeing (see requirement 1).

Induction took place which helped staff to know what service policies and procedures were, it did not explore staff skills and competencies. This meant that there was no formal ongoing assessment of whether staff had the skills they needed for their roles. For example, leaders shared that some staff had to be told many times to do something before they understood and followed instructions. However, there was no

formal information recorded and shared with staff about this. There was no record of how the provider was assessing the managers fitness to lead the service. We shared that the national induction resource would support them in this process and could help them to evaluate staff competency and successful completion of their probationary period. The lack of evaluation of staff skills and competencies, meant that new staff were often being guided by staff who did not have the required skills and knowledge to make decisions to keep children safe (see area for improvement 2).

The majority of the staff team were unqualified and most lacked experience in childcare. The manager who was recently qualified as a practitioner was the only qualified member of staff. This meant that on the two days they were not present in the service there was no qualified staff member available to lead practice. As a result, children's experiences were limited. The service must ensure that at all times there is a suitably qualified person available to lead the service to ensure that children receive safe high quality care (see requirement 2).

During the inspection, we found care was being provided to one pre-school aged child. This meant the service were operating out with their conditions of registration. This created potential risks to the child's safety and wellbeing as staffing, the environment, resources, and policies are not designed or assessed for pre-school developmental needs. The service should ensure they operate within their conditions of registration at all times. During discussions about incidents that happened before and during the inspection it was evident that leaders were not familiar with their duties to report certain events within prescribed timescales to the regulator. For example, they had to be prompted to notify the regulator about children being left unattended in the service and staff not being at the school on time to collect children. These events meant we were not confident that leaders were aware of their regulatory responsibilities to notify us appropriately and help to keep children safe (see requirement 3).

Requirements

1. By 31 March 2026 to ensure that children are safe and protected, the provider must ensure recruitment practices are safe and effective.

To do this, the provider must, at a minimum:

- a) ensure that all checks have been completed and are satisfactory before staff start working with children; and
- b) records should be kept which show how decisions have been made to ensure that checks are satisfactory.

This is to comply with section 7(1)(b) of the Health and Care (Staffing)(Scotland) Act 2019.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I am confident that people who support and care for me have been appropriately and safely recruited (HSCS 4.24).

2.

By 30 April 2026 the provider must ensure staff are supported to develop the skills and knowledge needed to meet children's needs and keep them safe.

To do this, the provider must, at a minimum, ensure:

- a) that there is always a qualified member of staff available to lead the teams practice and make decisions

about providing safe and consistent care;

- b) staff practice is monitored and supported through effective training, learning and development opportunities; and
- c) staff practice improves through effective support and monitoring of practice.

This is to comply with section 7(1)(a)(b) of the Health and care (Staffing)(Scotland) Act 2019.

This is to ensure that care and support is consistent with the Health and Social Care Standards which state that: 'I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes' (HSCS, 3.14)

3. By 30 April 2026, the provider must become familiar with and implement the regulations and responsibilities of operating a daycare of children service.

To do this, the provider must, at a minimum:

- a) become familiar with the Scottish Statutory Instruments SSI 210;
- b) become familiar with 'A quality framework for daycare of children, childminding and school-aged childcare settings';
- c) know what records registered services must keep and when notifications need to be made in line with guidance; and
- d) ensure that the service is complying with the conditions detailed on their certificate of registration.

This is to comply with Regulation 7 (2)(c) (Fitness of managers) 2(c) of the Social Care and Social Work and Improvement Scotland (Requirements for Care Services) Regulation 2011 (SSI 2011/2010).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS), which state that: 'I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes' (HSCS 3.14) and 'I use a service and organisation that are well led and managed' (HSCS 4.23). This is to ensure staff skills and knowledge is consistent with the Care Inspectorate document, 'Early learning and childcare services: Guidance on records you must keep and notifications you must make'.

Areas for improvement

1. To further develop the quality of the service and enhance outcomes for children, the provider should ensure that quality assurance processes, improvement planning and self-evaluation are developed and embedded. The processes should:

- reflect on current best practice guidance and national frameworks
- consult with and share outcomes with children and their families
- identify strengths and areas for improvements
- develop improvement plans with measurable outcomes
- have planned monitoring to ensure progress to support positive outcomes for children and families
- formalise records around staff skills, training and support to drive improvement and monitor progress.

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

2.

To further develop the quality of the service and enhance outcomes for children, the provider should develop the induction procedures to ensure that these assess and support the development of staff skills and knowledge. Processes should ensure that staff are familiar with and following current policies and procedures in line with best practice. Further information should be developed to give clear guidance about expected practice to keep children safe and support them in providing high quality play experiences. Where gaps in practice are identified records should show how this has been shared with staff and how they have been supported to develop.

This is to ensure that care and support is consistent with Health and Social Care Standards (HSCS) which state that: 'I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes' (HSCS 3.14).

Children thrive and develop in quality spaces 3 - Satisfactory / Adequate

Quality indicator: Children experience high quality spaces

We evaluated this quality indicator as satisfactory/adequate where strengths just outweighed the weaknesses.

Leaders shared that staff used checklists at the start and end of each day to ensure that the space was safe and ready to use. These had been completed however they missed some aspects of cleaning and infection prevention and control which we highlighted during the inspection. For example, the build-up of dust and debris in the toilet spaces. Quality assurance checks should consider the effectiveness of these checks. This would allow children to attend a service that promoted good health and reduced the risk of infection (see area for improvement 1 under 'Leadership').

Child sized furniture was available so children could sit comfortably for snack and at the drawing table. Children's artwork was displayed in the service, helping children to feel respected. The two playrooms were set up with equipment which children could access. The hoops and balls set up in the second hall helped children to be physically active. There were limited opportunities to be creative and explore as there were limited open-ended resources. The service should develop this further to support children's choice and skills development. There were no sensory experiences considered as part of the planning for the day. Resources and experiences were limited so did not provide children with a rich variety of play opportunities to support their ongoing development (see area for improvement 1 under playing learning and developing). There were limited opportunities for children to learn about sustainability and caring for their natural environment. The children followed the adult led routine for the day. More should be done to consult with children during the session about what they wanted to do. This would allow children to further enjoy their time in the service by following their own interests.

Children were familiar with handwashing and snack tables were cleaned before children ate at them. The service should now develop practice in line with national guidance to support children to wash their hands after snack, helping to prevent the spread of infection.

Staff demonstrated limited understanding of the benefits of the outdoors for children. This meant children were not given enough opportunities to explore risk and develop their skills in assessing risk for themselves. The staff team should assess the risks with children before taking them out to use local facilities like the local park and natural outdoor areas close by to help to keep children safe. The risk assessments that were in place were not reviewed to take account of current activities in the service. Risk assessments should be

working documents which reflect the current practice and how risks are managed in the service to keep children safe.

The door was locked after children came in from school, helping to keep the building secure. The provider told us that the service was registered with the Information Commissioners Office, helping them to access guidance about how to manage records safely. For example, children's personal plans were stored in the locked cupboard and on the app which was secured by password. The service had a mobile phone policy and staff knew not to use their own phones in the service. The service gained permission from families to take photographs of children during their time at the service. To promote children's rights staff should also be mindful of asking children's consent to having photographs taken and shared. This would support children to feel safe and listened to, and demonstrate the service's commitment to ensuring children's privacy and choices are respected.

Children play and learn 2 - Weak

Quality indicator: Playing, learning and developing

We made an evaluation of weak for this quality indicator, as there were some strengths but these were compromised by important weaknesses.

Children had fun and enjoyed playing with each other and with the limited resources available. Children had opportunities to be active in the hall set up with hula hoops, balls and hockey sticks. The children enjoyed playing 'neighbours' with the two pop-up tents and soft play mats. Other equipment included some books, paper and pens and some plastic kitchen equipment. There were few resources to choose from and this meant that children had little opportunities to explore and follow their interests. Staffs' limited understanding of child-led play meant that the environment was underdeveloped to support this. Resources and planned experiences were not linked to children's development and lacked opportunities for challenge, exploration or creativity (see area for improvement 1).

The service had no outdoor space of their own. Their registration certificate stated that children should be offered outdoor play every day. One child asked to play outdoors but was told no because of the weather. The service must now develop their approach to offering outdoor play, to ensure that children have daily opportunities to play outside. A policy should be developed to guide staff about what weather conditions would be reasonable to limit access to the outdoors. This would ensure children were encouraged and supported to lead healthy lifestyles with access to fresh air and physical play (see area for improvement 2).

Some staff were kind in their interactions helping children to feel listened to. Staff spoke with children about the immediate surroundings and what was planned next at the service. There were missed opportunities for conversational interactions for staff to build knowledge of children as individuals and build self-esteem. Staff should develop their skills in promoting thinking skills and problem solving through discussions with children. Personal plans gathered information about children's interests. The service should now use this information to plan for children's experiences to support them to have positive experiences at the service.

The manager shared that they were compiling a list of activities which staff can use to plan daily activities for children. This will support staff while they develop their knowledge of play and child development. However, this missed the opportunity to consult with children, plan for individual development or use best practice guidance to develop high quality play experiences.

Leaders shared that they were starting to record observations of children. These should be further developed to ensure that these recognise children's individual development and support staff to plan for children effectively. The observations must also be shared with families to support them to be involved in their child's development at the service.

Children had been involved in creating 'my goal' sheets which set aims. 'Three things I want to do better this year'. This did not relate to what was recorded in their personal plans or the activities planned in the service. Consideration should also be given to supporting children to make aspirational aims for themselves to support creativity and wellbeing.

Staff were not familiar with age appropriate play documents like, Loose Parts Play, the Play Work Principles and Play Types. Developing an understanding of these and other best practice guidance will support them to build their knowledge of how to plan appropriate experiences for children. This will support them to develop experiences which provide children with challenge, creative opportunities and support them to develop new skills (see area for improvement 3).

Areas for improvement

1. To ensure that all children have high quality play opportunities to support them to have fun, learn and develop, the provider should ensure that there is a rich variety of play experiences on offer. This should include, but is not limited to providing experiences which:

- are age appropriate
- provide opportunities to be creative
- are linked to children's interests
- provide appropriate challenge
- provide a variety of play types.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'As a child, I have fun as I develop my skills in understanding, thinking, investigation and problem solving, including through imaginative play and storytelling' (HSCS 1.30) and 'As a child, my social and physical skills, confidence, self-esteem and creativity are developed through a balance of organised and freely chosen extended play, including using open ended and natural materials' (HSCS 1.31).

2. To ensure that all children have high quality play opportunities to support them to have fun, be physically active, learn and develop, the provider should ensure that experiences are planned to include daily outdoor play experiences in line with their conditions of registration.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'As a child, I play outdoors every day and regularly explore a natural environment.' (HSCS 1.32)

3. To ensure that children have high quality experiences at the service the provider should support staff development to ensure that staff have the knowledge and skills to support high quality play and learning. This should include, but is not limited to:

- supporting staff to learn about child development
- supporting staff to access training which will help them to develop their skills and knowledge of quality play

- staff becoming familiar with current best practice guidance for play to help them to develop the experiences offered.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I can direct my own play and activities in the way that I choose, and freely access a wide range of experiences and resources suitable to my age and stage, which stimulate my natural curiosity, learning and creativity' (HSCS 2.27) and 'I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes (3.14).

Children are supported to achieve 2 - Weak

Quality indicator: Nurturing care and support

We made an evaluation of weak for this quality indicator, as there were some strengths but these were compromised by important weaknesses.

Children appeared relaxed and comfortable with staff. Some staff showed kindness and an interest in the children's views. Some staff had a sense of fun and engaged in play with children. We highlighted the importance of nurturing and respectful interactions by staff at all times and with all children, to ensure children feel fully valued and included.

Snack was provided at a child height table and chairs. Children enjoyed the snack of small yogurts, pancakes with jam and sliced fruit. The snacks should now be reviewed in line with current guidance for example 'Food matters- Care Inspectorate 2018' and 'Healthy Eating in Schools- A guide to implementing the Nutritional Requirements for Food and Drink in Schools (Scotland) Regulations 2020'. Children were offered milk and water which helped them to stay hydrated. The snacks should be further developed to take account of healthy eating guidance, and giving children opportunities to be involved in planning and preparation.

No children had medication in the service. There was a policy in place which would support staff to gain permissions and record administration in line with guidance.

Children were familiar with the staff led routines. This should be reviewed to ensure that children are given more opportunities to lead their play and experiences at the service.

This would ensure children were encouraged and supported to lead healthy lifestyles with access to fresh air and exercise. The child was supervised by staff within the school which ensured they were safe. The service must now review their practice to ensure that children are always met directly from school to keep them safe (see requirement 1). Policies and procedures should be updated to show the collection practices which should be followed to keep children safe. As detailed under 'Leadership' quality assurance should be introduced to ensure that staff know what to do and that the correct procedures have been followed. We asked that an incident notification be submitted in line with the providers legal responsibilities, for this incident, this was completed by the time the report was written. Families must also be notified of incidents involving their children as soon as they happen. Families and children should feel confident that staff are present and available to collect children prior to the end of the school day.

During collections we found that children were being left alone with staff who did not have appropriate childcare experience or qualifications. This demonstrated the providers lack of understanding of safeguarding responsibilities. Risk assessments for school pick-ups should consider the practice staff should follow for collections, including the location and safety of collection points. The risk assessments detailed

that insurance would be in place and regular maintenance and safety checks would be completed for the vehicles transporting children. Safety and maintenance checks had not happened and appropriate insurance was not in place. The service must now ensure that they have appropriate insurance and vehicle and licencing checks are always completed to ensure children's safety. The service must now review and improve their safety protocols for the safe transportation of children (see requirement 1). By the time we wrote this report the service had consulted with their insurance company about the cover they needed and had purchased additional business insurance for the staff member who was driving children in their car.

All children had personal plans which were recorded in part on paper and in part on the services online digital application. These plans detailed information which would help to keep children safe, for example, asking if they had medical needs like allergies and who was allowed to collect the child. The paper plans explored children's preferences and gathered information like children's home languages. Not all children had strategies of support detailed and those that were not had not been linked to key information that had been gathered. The service did not yet have a plan of how personal plans and children's development would be reviewed with families. Consideration should be given to how to ensure that both paper and online records are kept up to date and how wellbeing needs will be recorded (see area for improvement 1).

An accident was recorded on paper by one staff member, however, the leaders said these could also be recorded in the app. The service should develop a system to ensure that accidents are recorded in a clear and consistent way. For example, not detailing personal information from staff, recording actions taken and ensuring that all children's details are fully recorded. We shared ways to develop auditing to support the service to identify patterns, to support planning to reduce the likelihood of future accidents.

Staff had a basic understanding of Child Protection, for example, signs to look out for and when to share any concerns. More work is needed to ensure that staff would be confident in taking actions, for example if leaders hadn't taken their concerns seriously. We requested the written records for an incident which was referred to a lead agency. There were no care and welfare forms completed. The provider and manager need to further develop their understanding and practice in line with their own policy and national guidance. This will support them to ensure actions have been taken and monitor progress on any concerns to keep children safe (see area for improvement 2 below and requirement 3 under 'Leadership').

Requirements

1. By 1 March 2026, the provider must make proper provision for the health safety and wellbeing of children. To do this, the provider must demonstrate that there is a system in place to ensure the welfare and safety of all children when being collected from or taken to school and transported to and from the setting.

To do this, the provider must, at a minimum:

- a. conduct a comprehensive review of existing policies and risk assessments to identify and address potential hazards, ensuring they are clear, understood and implemented by all staff
- b. ensure that suitable checks and insurance are in place for the vehicles and drivers transporting children
- c. demonstrate that all vehicles transporting children are road worthy
- d. ensure appropriate arrangements are in place to collect children safely.

This is to comply with regulation 4(1)(a) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

Inspection report

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I am helped to feel safe and secure in my local community' (HSCS 3.25) and 'I experience high quality care and support because people have the necessary information and resources' (HSCS 4.27).

Areas for improvement

1. To promote children's overall wellbeing, personal planning should be further developed to ensure that all children are supported to achieve their full potential. This should include, but is not limited to:

- ensuring that all individual needs are detailed
- developing a system to record significant information
- developing a system to track and share any concerns
- sharing strategies used to support individuals
- developing a process to review information with families in line with legislative requirements.

Using all of this information to support children to reach their full potential.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'My personal plan (sometimes referred to as my care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices' (HSCS 1.14) and 'My care and support meets my needs and is right for me' (HSCS 1.19).

2.

To promote children's overall safety and wellbeing systems to support the protection of children should be further developed. This should include, but is not limited to:

- ensuring that all staff are familiar with and follow organisational and national child protection policies
- keeping records which support them to ensure that patterns and concerns can be identified, details are clear, when actions are taken progress is monitored
- making referrals to lead agencies as soon as they are aware of any concern.

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).

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

Leadership	2 - Weak
Leadership and management of staff and resources	2 - Weak
Children thrive and develop in quality spaces	3 - Satisfactory / Adequate
Children experience high quality spaces	3 - Satisfactory / Adequate
Children play and learn	2 - Weak
Playing, learning and developing	2 - Weak
Children are supported to achieve	2 - Weak
Nurturing care and support	2 - Weak

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