

Kay, Linda Child Minding

Bathgate

Type of inspection:
Unannounced

Completed on:
13 January 2026

Service provided by:
Linda Kay

Service provider number:
SP2008969143

Service no:
CS2008172284

About the service

Linda Kay is registered 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 children of the childminder's family.

The service is provided from the childminder's home, within a residential area of Seafield, Bathgate. It is close to local schools, parks and amenities. The areas used to provide care are the designated playroom, living room, kitchen and downstairs toilet. Children also have access to a summerhouse and enclosed garden.

About the inspection

This was an unannounced inspection which took place on Tuesday 13 January 2026 between 11:30 and 15:30. 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 the childminder
- spoke with children
- observed practice and daily life
- reviewed documents
- received feedback from 10 families.

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.

Key messages

- Children were confident, happy and highly engaged in a range of planned and spontaneous indoor and outdoor experiences.
- Children were nurtured by a childminder who valued and supported their individual needs.
- Outdoor experiences and trips within the local community enhanced children's learning and development.
- Children experienced enhanced care and learning because the childminder understood how children develop and learn.

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	5 - Very Good
Children play and learn	5 - Very 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 5 - Very Good

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.

Quality indicator: Leadership and management of staff and resources

The childminder was strongly committed to providing high quality care. Their calm and caring approach helped families feel at ease and encouraged open communication. As a result, children and families felt valued and well supported. One parent said, "The childminder makes us feel like part of the family. They are very understanding and caring for both our child and family."

The childminder clearly shared their values and aims with families before children started. This created a consistent understanding from the outset. Their practice reflected these values, particularly in relation to children having fun, enjoying outdoors, and supporting children's health and wellbeing.

The childminder actively developed their professional practice and regularly took part in training. This helped them to stay up to date with current guidance. It also strengthened the support they offered around children's safety, learning, and wellbeing. As a result, children experienced enhanced care and learning from a childminder who understood how children develop and learn.

Parents contributed to shaping the service through conversations and questionnaires. This allowed families to share their needs and preferences. To improve further, the childminder could tailor feedback requests to gather more specific information. For example, they could ask for parent views when planning new experiences or applying new guidance. Parents told us, "The childminder asks for feedback and I would feel comfortable to discuss suggestions," and "We are given questionnaires for improvement of service and about learning resources, there is always open communication."

The childminder had recently introduced an annual planner to prompt regular review of areas such as personal plans and risk assessments. They had also began using self-evaluation tools to reflect on the quality of the service and identify actions for improvement. Going forward, they could record the actions taken and evidence of their impact. This would help them review progress and show how changes improved outcomes for children. To support this process, the childminder planned to use the best practice guidance, 'A quality improvement framework for the early learning and childcare sectors: childminding' (Care Inspectorate and Education Scotland, 2025).

Children play and learn 5 - Very Good

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.

Quality indicator: Playing, learning and developing

Children were confident, happy and highly engaged in a rich range of planned and spontaneous indoor and outdoor experiences. The well organised playroom ensured easy access to varied materials, including mark-making tools, art materials, construction toys, puzzles, games and books.

This enabled children to make choices and lead their learning. A parent told us, "Learning activities are provided for my child's age. Children are encouraged to learn and there is a choice of learning."

The childminder's nurturing, calm approach directly supported children's thinking and problem solving. Activities such as sorting and matching, comparing size, colour and quantity encouraged emerging literacy and numeracy skills through meaningful play.

Children were central to all planning approaches, which supported their ideas and interests. The childminder had a strong understanding of child development and used this to plan experiences matched to children's stages of learning. Younger children benefited from sensory play, while older children developed creativity, teamwork and language through art, craft and board games.

Regular opportunities to explore the local and wider environment supported children's social skills, wellbeing and understanding of the natural world. A parent told us, "They are always doing something, from soft play, to walks, to farms and one to one time."

The childminder recorded learning using photos, books, and online updates, helping children reflect on their experiences and keeping parents well informed. The childminder was developing approaches to assess, promote and evaluate progress. They were planning to introduce individual development plans to track progress and target next steps effectively to support each child's learning journey.

Children are supported to achieve 5 - Very Good

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.

Quality indicator: Nurturing care and support

Children benefited from consistently warm, nurturing relationships with the childminder. Their responsive approach met children's emotional needs, providing comfort and reassurance. This helped children to feel safe, secure and valued. Children's daily routines reflected their individual needs, and personal care supported their privacy and dignity. A school age child told us, "If I have had a bad day, I become happy when I get to the childminder's house." The childminder's practice promoted respect, cooperation and emotional resilience. We advised that they could review their behaviour management policy to bring it up to date to reflect this positive practice.

The childminder had strong relationships with families and tailored care to each family's circumstances and preferences. Regular communication ensured families felt informed and connected to their child's experiences. This strengthened continuity of care and supported positive, nurturing relationships. A parent commented, "My child has thrived being in the childminder's care... they have flourished. Since the day I met them they have always been so friendly and welcoming. They worked really hard to build a trusting relationship and my child just loves them."

Personal plans were created in partnership with families and reflected each child's routines and needs. These plans enabled the childminder to provide warm, responsive care aligned with each child's development. Regular reviews ensured plans stayed current and supported ongoing wellbeing.

Moving forward, the childminder was planning to include clear strategies to support children's individual care and learning. They should continue with this to help anticipate and meet children's needs through ongoing assessment.

Mealtimes planning took account of children's food preferences and dietary requirements. The menu was displayed in the kitchen and children were offered choice. They were provided with safe, nutritious options such as fruit and vegetables. We reminded the childminder to further promote independence by encouraging children to prepare snacks and pour drinks. A parent shared, "The childminder provides healthy snacks to ensure the wellbeing and health of my child is a priority."

The childminder demonstrated a strong understanding of safe sleep practices. Children rested safely and comfortably, with routines agreed in partnership with families to respect their preferences while meeting individual needs.

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	5 - Very Good
Leadership and management of staff and resources	5 - Very Good
Children play and learn	5 - Very Good
Playing, learning and developing	5 - Very Good
Children are supported to achieve	5 - Very Good
Nurturing care and support	5 - Very Good

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