

# Singh, Laura

## Child Minding

Linlithgow

**Type of inspection:**  
Unannounced

**Completed on:**  
9 January 2026

**Service provided by:**  
Laura Singh

**Service provider number:**  
SP2012983394

**Service no:**  
CS2012307444

## About the service

Laura Singh provides a childminding service from the family home in a residential area of Linlithgow, West Lothian. 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 a secure, enclosed rear garden.

The service was registered to provide a care service to a maximum of six children under the age of 16, of whom no more than three are not yet attending primary school and no more than one shall be under 12 months. Numbers are inclusive of children of the childminder's family. Minded children cannot be cared for by persons other than those named on the certificate. Overnight service will not be provided.

A time limited variation was granted after the last inspection. This allowed the childminder to provide a service on Fridays only from 30 October 2015 until 2 July 2016, between 11.30am to 12.30pm, school term time, to a maximum of six children under the age of 16, of whom no more than four are not yet attending primary school and no more than one shall be under 12 months. Numbers were inclusive of children of the childminder's family. We asked that the childminder submit a variation to remove this condition from their registration.

## About the inspection

This was an unannounced inspection, which took place on 8 January 2026 between 14:30 and 17:00 hours. The inspection was carried out by one inspector from the Care Inspectorate. We gave feedback to the childminder by telephone the following day. 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 three minded children using the service
- spoke with the childminder
- gathered feedback from three parents/carers
- observed practice and daily life
- reviewed document.

## Key messages

- Children were settled, secure and happy in the service and benefitted from warm, caring and responsive relationships with the childminder.
- Quality interactions and resources were contributing to children's fun and learning through a variety of play experiences in the home and community.
- The clean, safe and well organised home contributed to children's comfort and wellbeing.
- Quality interactions meant children were learning through positive and fun play experiences.
- Children's personal plans should be reviewed and developed to support children's wellbeing and progression.
- More formal self evaluation and clearer documentation of improvement planning should now be developed.

## 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	4 - Good

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

## 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: Leadership and management of staff and resources

The childminder had accessed guidance to support them in developing self-evaluation. They were starting to become familiar with the best practice document 'A quality improvement framework for daycare of early learning and childcare sectors: childminding.' This document, along with the 'self-evaluation toolkit for childminders' should now be used to support the childminder to formally evaluate their work and identify what is going well and what could be improved. We also highlighted bitesize sessions on the 'HUB' section of our website. The childminder should use these tools to develop formal quality assurance approaches which promote continuous evaluation and improvement. This should include the development of a basic improvement plan for the year ahead (see area of improvement 1).

An attendance register was held, however, there had been a recent lapse in recording children present. We reminded the childminder to re-start this to meet the terms of her registration. This is to ensure all children would be accounted for in the event of an emergency.

The vision, values and aims of the setting were in place and were reflective of the service delivered, promoting positive outcomes for children. There was now scope to review these with the involvement of the children and families and use 'values' instead of 'rules' with children to support them in the setting. We discussed how this could be done with children to support a positive and inclusive experience for all.

Policies and procedures to support children's care, play and learning were in place. These were shared with parents via email and had been reviewed and updated to reflect current best practice and guidance. We pointed out an additional small change to be made to the complaints policy to ensure it was fully up to date.

The childminder demonstrated reflection on practice and was able to describe their strengths and outstanding aspects for improvement. For example, they spoke about reviewing formats used for medication. Any changes in wider policy were quickly shared with families via email to ensure they were aware of this. This informal reflection on provision contributed to improved provision which supported positive outcomes for children.

The childminder continued to seek children and families' views about the quality of service informally through observations and daily discussions. One parent told us, "Laura has always warmly welcomed any questions." Another told us, "Laura has always been very open to my feedback." Written questionnaires for parents had been developed and previously issued by the childminder. We encouraged the childminder to re-start this to enable collection of formal feedback. This would enable families to feel involved and have their views valued. We also shared some examples of other creative methods for formally gathering feedback to support the childminder in developing this aspect of their practice.

## Areas for improvement

1. To support continuous improvement and positive outcomes for children, the childminder should formalise quality assurance. This should include making use of the 'Quality improvement framework for early learning and childcare sectors: childminding' and the self evaluation toolkit for childminders. Development of action planning for the year ahead to identify areas of strength and improvement should also be considered.

This is to ensure that care and support is consistent with the 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).

## Children thrive and develop in quality spaces 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: Children experience high quality spaces

Effective risk assessments were held which helped keep children safe whilst enabling them to explore measured risk as part of learning. The childminder held written risk assessments which identified risks and actions taken to reduce these. Children were encouraged to tidy up, promoting their responsibility within the home. Emergency evacuation procedures were held, ensuring children's continued safety in dangerous situations and children were able to tell us what they would do in the event of a fire in the setting. We reminded the childminder to put re-affix the fire blanket to the kitchen wall. These measures supported children's wellbeing and reduced their risk of harm.

Children benefitted from clean, bright, well ventilated and maintained indoor spaces within the childminder's home. Appropriate infection control measures were in place to reduce children's risk of cross infection. Protective equipment was used for nappy changing and hand washing was promoted at key points such as on arrival back from school and before eating. The childminder also followed national guidance on recommended exclusion periods for childhood ailments. This supported a safe and healthy environment for children in her service. One parent told us, "Both children have been very clear that they very much prefer the environment at the childminder's because it is quieter, more home like and more fun."

Procedures were in place to ensure that children's information was securely stored. Digital technology was used to share photographs and children's progress individually with families, helping them to feel included in their child's experiences. We highlighted to the childminder that they may need to re-register with the Information Commissioner's Office in relation to data protection. We also asked the childminder to develop and share a policy for this with parents.

Toys, books and games seen were in good condition. Most were held at children's level supporting independence and accessibility. Rotation of resources was matched to children's interests supporting their enjoyment and engagement. One parent told us, "The children have access to a variety of toys and outdoor equipment, games and other things which change regularly." The childminder respected children's need to return to activities started on previous days such as model building. They supported this by providing space for pieces of work to be left and returned to. This meant that children could spend time doing what they enjoyed.

## Children play and learn

### 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: Playing, learning and developing

Records of children's development were held, which supported the childminder to measure children's progress and meet their needs. A variety of different formats were being used and we advised the childminder identify one and use it consistently. Written observations were sporadic and a more streamlined approach is needed to support regular review and updates, alongside information and photographs shared via a social media application. In addition, children's next steps should be recorded which would support planning and demonstrate progression. Where children are identified to need any extra support, this should also be recorded along with the identified strategies of support described (see area for improvement 1).

The childminder actively supported outdoor play to promote children's wellbeing. Children enjoyed regular visits to the local park and woodland along with daily walks to the local school. One parent told us, "They also go to the Linlithgow loch to feed the ducks, the Kelpies to walk around, Beecraigs has a lovely outdoor play area they go to and Muir Avonside to see all animals and play in their lovely park as well." Additional community use included a weekly toddler group session. Another parent commented, "The exposure my child gets to making new friends with the other childminders children has been wonderful... This friendship group will be so incredibly helpful when my child goes to nursery and already knows other kids." These experiences enabled children to be physically active, socialise, explore the natural environment and feel connected to their community. A child told us they enjoyed, "Having lots of fun making new friends, going to the park and playing with lots of toys."

Children's early communication and language development was supported through reading stories, singing, and repetition and role modelling of words and phrases whilst chatting. Children readily enjoyed a shared story whilst cuddled up on the childminder's knee from the selection of books available. Children's numeracy skills were promoted through daily experiences. For example, playing puzzles, building construction toys, counting, sorting and matching colours and shapes during play and in the community. Playing more challenging games such as chess, helped teach older children about strategy. This enabled children to have fun whilst learning.

Planning was mainly child led as children were able to choose what they wanted to do. The childminder shared how they would remember any requests from children and try to meet these. We shared ways in which to develop basic planning to extend children's play and learning. For example, by gathering and recording children's ideas and requests. This would support them to feel respected and included and ensure extension of experiences to support their interests.

#### Areas for improvement

1. The childminder should develop personal plans which consistently record developmental information for all children who attend. The childminder should record children's progress in the service along with their identified next steps. This is to support them in planning to meet their needs and support sharing of this information. Where children have identified allergies or specific identified needs, further information to meet these needs such as specific strategies of support should be recorded within the personal plan.

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 a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices' (HSCS 1.15).

## Children are supported to achieve 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: Nurturing care and support

Children's information within personal plans was not being routinely reviewed and updated. This meant that information held may not be current to meet children's needs. We reminded the childminder that this must be done at least once every six months. Information on 'All About Me' sheets was very out of date, especially for younger children, and we reminded the childminder of ensuring these are also reviewed and updated. This would support them to meet children's needs and interests. The area for improvement made at the previous inspection has been re-worded to reflect current guidance and has been made again (see area for improvement 1).

On the day of inspection children were given shop bought pizza for snack. We discussed how this was not a healthy choice due to being highly processed with high levels of salt and sugar. We asked the childminder to review menu planning and reduce processed foods. We signposted them to the revised guidance document 'Setting the table' to support them with this (see area for improvement 2).

Children were happy and relaxed and had developed affectionate relationships with the childminder who responded to them sensitively and respectfully. Minded children also enjoyed positive relationships with members of the childminder's family and spoke fondly of their involvement in games. This meant that children felt safe and cared for in the setting. Feedback from children included, "I like it when she hugs me." Also, "My childminder is always really nice to us. I have been going to her since before I started primary school and we have just as much fun now as we did when I was younger. Everyone is relaxed and we know each other well."

Records were in place to support the administration of medication should it be required. At the time of inspection, no children had required the medication recorded and forms were in date. Accident forms were held which recorded all relevant information for sharing with families. We noted one accident form had not been dated and reminded the childminder of the importance of this. As a result, children's individual needs were fully considered, and their health needs met.

The childminder demonstrated a very good understanding of child protection procedures and described appropriate action they would take in response to any signs of abuse. Training had been also been recently refreshed. As a result, children were effectively safeguarded from harm.

The childminder spoke confidently about the minded children and clearly knew them well as individuals. Lovely conversations with children about their home lives and school day were heard. These demonstrated to children that they mattered. One parent told us, "They feel 'seen' and cared for in a way we would wish for our children to be." Regular communication with parents about individual needs ensured that children received care that was tailored to their individual needs. One parent told us, "We regularly discuss the children's needs and their care, making changes in a flexible and supportive manner."

Safe sleeping practices meant children mostly enjoyed sleep on a flat, secure surface such as a travel cot, unless out and about. This contributed to their safety and comfort.

## Areas for improvement

1. To ensure the childminder has the most accurate information available to meet children's needs and changing interests, the childminder should review and update every child's personal care plan at least once in every six months, in line with current legislation. This should include review of 'All About Me' information held.

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 a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices' (HSCS 1.15).

2. To promote children's healthy eating, the childminder should review snacks and lunches, to ensure provision of a nutritiously balanced menu and active promotion of healthy food choices to support children to develop healthy eating habits.

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

'I can choose suitably presented and healthy meals and snacks, including fresh fruit and vegetables, and participate in menu planning' (HSCS 1.33).

## 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 ensure the childminder has the most accurate information available to meet children's needs and changing interests, the childminder should review and update every child's personal care plan at least once in every six months, in line with current legislation.

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 a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices' (HSCS 1.15).

**This area for improvement was made on 29 May 2017.**

### Action taken since then

We looked at personal plans and found that although these were being reviewed they were not yet consistently being reviewed at least once every six months. We reminded the childminder of the importance of completing six monthly reviews and asked to ensure all personal plans were updated as soon as possible. This area for improvement is not met and has been made again under 'Nurturing care and support.'

### 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	4 - Good
Nurturing care and support	4 - Good

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