

# Watson, Linda Child Minding

Edinburgh

**Type of inspection:**  
Unannounced

**Completed on:**  
19 January 2026

**Service provided by:**  
Watson, Mrs Linda Watson, Mrs Linda

**Service provider number:**  
SP2003906122

**Service no:**  
CS2003012397

## About the service

Linda Watson provides a childminding service from their property in a quiet residential area of Corstorphine, Edinburgh.

The childminder is registered to provide a care service to a maximum of eight children under 16, of whom a maximum of six will be 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 are inclusive of children of the childminder's family. Minded children cannot be cared for by persons other than those named on the certificate.

At the time of our inspection seven children were registered with the service.

The service is close to local primary schools, shops, parks, and other amenities. The children are cared for in the living room, with access to the upstairs bathroom. Children also have access to an enclosed rear garden.

## About the inspection

This was an unannounced visit which took place on 12 January 2026 between 12:30 and 14:45 and an announced visit on 19 January 2026 between 16:30 and 18:00 to conclude the inspection and give feedback. 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 children, the service and one of their families
- reviewed completed questionnaires returned to us
- spoke with the childminder
- observed practice and daily life
- 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.

## Key messages

- Children benefitted from nurturing relationships with the childminder.
- Regular visits to local toddler groups enriched children's experiences.
- Children benefitted from fresh air and physical activity on a daily basis.
- Parents spoke positively about the quality of care their children received and described strong, trusting relationships with the childminder.
- The childminder should start to record information about children's learning and development to allow them to evaluate children's development and progress.

## 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 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

### 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.

Since the last inspection, the childminder had worked hard to address the areas identified for improvement. They had successfully met four of the six areas for improvements made, which demonstrated their commitment to developing their practice.

The childminder had created a homely and welcoming environment where children felt comfortable and valued. Parents and children received a warm welcome. The childminder had taken steps to strengthen communication with families by asking for formal written feedback from parents. This was collected in a notebook and provided a record of parents' views about the service. Parents told us that although they had not been specifically asked for suggestions for improvement, they were happy with the service and felt the childminder was approachable and open to discussions at any time. This demonstrated positive relationships and trust between families and the childminder. We discussed with the childminder that exploring additional ways to gather feedback from parents and children could help strengthen their approach to reflective practice. We also advised that actively inviting ideas for improvement and then using this information to inform change would support ongoing development of the service. The childminder agreed to offer opportunities for parents and children to feedback about their service.

There were currently no vision, values or aims for the service; the childminder now needs to develop these to ensure a shared understanding of the care that would be delivered. After the inspection we sent information to the childminder to support them with this. The childminder should familiarise themselves with the current inspection framework 'A quality improvement framework for the early learning and childcare sectors: Childminding quality indicators' (Care Inspectorate and Education Scotland 2025). The challenge questions can be used to inform improvements. An area for improvement was made at the last inspection about the childminder accessing professional development opportunities to improve their service. This is reported on under 'What the service has done to meet any areas for improvement we made at or since the last inspection'(see area for improvement 6).

The childminder discussed the areas they had worked on to improve their service since the last inspection and demonstrated a proactive and reflective approach to developing their practice. We discussed with the childminder ways in which they could record planned improvements and the actions taken to achieve these. This would support clearer monitoring of progress and strengthen their approach to continuous improvement. The childminder was receptive to this advice and agreed to action this to improve the quality of their service. This is reported on under 'What the service has done to meet any areas for improvement we made at or since the last inspection'(see area for improvement 5). Overall, the childminder showed commitment to improving their service. Continued reflection and wider methods of gathering feedback will help to support continuous improvement of the service.

**Children play and learn 4 - Good****Quality Indicator: Play, learning and development**

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 had a good understanding of how young children learn and grow. A selection of activities and resources was available within the childminder's home, enabling children to make decisions about their play and learning. This supported their developing independence and ensured that their individual preferences were recognised and respected.

Children took part in a variety of social activities. Daily attendance at local toddler groups enriched children's learning through sensory play and role play experiences alongside peers. Parents were positive about this experience, telling us "My child loves attending the toddler groups with Linda, where he can learn through play with the different toys etc available to them. This has helped our child count to 12, recognise numbers and letters and naming different shapes". These outings provided valuable opportunities for social development, exploration, and play in a wider community setting.

During the inspection, children were engaged as they explored a variety of stimulating activities. These included following sequencing cards, developing hand-eye coordination through threading tasks and completing dinosaur themed jigsaws while discussing colours and names. The childminder actively modelled play and supported children's learning by joining in with activities and extending conversations. These opportunities promoted early problem solving, fine motor development and supported children's emerging numeracy and literacy. Parents spoke positively about the experiences offered and felt that their children benefitted from a wide range of meaningful learning opportunities.

The childminder could discuss each child, their development and how the childminder supported this, as well as their likes and interests. Parents confirmed this telling us, "The childminder holds regular discussions with myself around my child's development and care with forms updated when required". However, there were no written records of these conversations and updates on children's development. We discussed with the childminder ways in which they could record children's progress and development to support them to effectively plan for children.

A floor book was in place, which demonstrated the range of experiences that children had been participated in. We discussed with the childminder how they could link these to the SHANARRI wellbeing indicators to support reflective practice and support planning for individual children's needs.

All children had opportunities to be outside for fresh air and physical activity. The childminder told us that older children, who attended the childminder's after school usually choose to go to the local park. Parents told us "My children get the choice daily on what they want to do , they always choose to play outside at the park after pick up" and "Linda takes my child to the park regularly where they love to play on the swings and slide". This experience enhanced children's health, physical development and wellbeing.

## Children are supported to achieve 4 - Good

### Quality indicator: Nurturing care and support

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 provided nurturing, warm and responsive care, which supported positive relationships and contributed to children feeling secure and valued. Children experienced care that was consistent and sensitive to their individual needs. The childminder responded well to children's verbal and non-verbal communication, showing a clear understanding of their emerging language and emotional cues. This helped children feel confident and relaxed in the childminder's care, as demonstrated when a young child spontaneously expressed affection. Parents confirmed this telling us "My child has become a very sociable little boy and is learning different things everyday since joining the childminder's service".

Across the day, the childminder promoted children's independence and self help skills, offering warm encouragement and providing opportunities for them to do things for themselves, such as putting on shoes and coats and making choices about their play. This supported confidence, resilience and a sense of achievement. This sensitive, nurturing approach helped children develop skills at a pace suited to their individual needs.

Personal plans were in place for all children and contained detailed, relevant information that supported their health, welfare and safety needs to be met. The childminder made effective use of the Scottish Childminding Association (SCMA) personal plan format, gathering key details such as sleep routines, eating habits, toileting needs, daily patterns, and children's individual preferences. Parents told us that plans were reviewed regularly and updated as needed. They commented positively on the childminder's communication and the consistent sharing of information about their child's day and progress, through conversations and photographs sent daily. This demonstrated positive partnership working and supported continuity of care.

No children currently attending the service required medication. We advised the childminder of the importance of having clear procedures and documentation in place should this change, to ensure children's safety and wellbeing.

## 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 support children's wellbeing, learning and development, the childminder should further develop personal plans for each child to show how their needs are being identified and met. This should be done in consultation with parents and reviewed when there is a significant change in a child's health, welfare or safety needs, or at least once in every six month period. To understand the purpose of personal plans, the childminder should refer to the best practice guidance, 'Guide for Providers on Personal Planning, Early Learning and Childcare' (Care Inspectorate 2021).

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 13 May 2024.**

#### Action taken since then

To support children's wellbeing, learning and development, the childminder had personal plans in place for all children attending the service. These included information from parents about their child's needs, likes and dislikes. Information had been updated by parents when there was a change in their child's needs. As a result, personal plans were more aligned to good practice guidance and reflected the current needs of children to enable the delivery of effective care.

**This area for improvement has been met.**

#### Previous area for improvement 2

To help children to experience relaxed and sociable snack and mealtime experiences, which support independence and language development, the childminder should improve such experiences in line with best practice guidance. This should include, but not be limited to, all children being able to sit at a table and being supported by the childminder when eating and drinking.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS) which state 'I can enjoy unhurried snack and mealtimes in as relaxed an atmosphere as possible' (HSCS 1.35).

**This area for improvement was made on 13 May 2024.**

## Action taken since then

Improvements had been made to the snacks and mealtimes, resulting in a relaxed and social experience. The children had a small table and chairs in the kitchen where they could sit and eat together safely and comfortably.

Although we did not see this in practice, the childminder showed us photographs of children sitting at the table when eating. Younger children had a snack at toddler group and older children generally had a snack at the park. The childminder told us about the healthy snacks they offered children.

**This area for improvement has been met.**

## Previous area for improvement 3

To keep children safe and protected from harm, the childminder should renew their child protection training to be fully knowledgeable with current child protection guidance. This is to ensure they are able to competently respond and act on any wellbeing, child protection or safeguarding concerns. We signposted them to the best practice guidance: National Guidance for Child Protection in Scotland 2021 - updated 2023 (Scottish Government, 2023)

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).

**This area for improvement was made on 13 May 2024.**

## Action taken since then

To keep children safe and protected from harm, the childminder had attended child protection training online. They spoke about how they found this useful and were now more confident about what they would do if they had a concern about a child, including contacting the lead agencies of social work and police. A child protection policy was in place and clearly stated what action the childminder would take if they had a concern about a child.

**This area for improvement has been met.**

## Previous area for improvement 4

To ensure that children and families' personal information is respected, stored, and used confidentially and lawfully, the childminder should register with and follow Information Commissioner's Office (ICO) guidelines.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I use a service and organisation that are well led and managed' (HSCS 4.23).

**This area for improvement was made on 13 May 2024.**

## Action taken since then

To ensure that children and families' personal information is respected, stored, and used confidentially and lawfully, the childminder had registered with the Information Commissioner's Office (ICO) and undertaken data protection training.

**This area for improvement had been met.**

## Previous area for improvement 5

To ensure a high-quality service for children and families; the childminder should develop a system to enable them to identify improvements and be able to demonstrate their impact. This will help to raise standards and to drive and sustain improvement. This should include, but not be limited to, a record of ongoing participation and involvement of children and their families, risk assessments and children's personal plans. To support this the childminder should make use of good practice guidance: 'A quality framework for daycare, childminding and school aged children' (Care Inspectorate, 2022) and 'Your Childminding Journey' (Care Inspectorate, 2017).

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).

**This area for improvement was made on 19 April 2017.**

### Action taken since then

The childminder did not currently have a system to identify improvements. Through discussion, they told us about the improvements made since the last inspection. We discussed ways in which the childminder could record an improvement plan to record improvements planned, action taken and the impact of these improvements.

The childminder agreed to action this. This area for improvement is carried forward into this report.

**This area for improvement has not been met.**

## Previous area for improvement 6

To ensure that children are given the best opportunities, the childminder should demonstrate a commitment to participate in professional learning opportunities. This would improve their practice and outcomes for children. This should include, but not be limited to, the childminder familiarising themselves with the range of best practice documents. The childminder should record their learning to support them to reflect and plan how they will improve their practice as a result of their learning.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I use a service and organisation that are well led and managed' (HSCS 4.23).

**This area for improvement was made on 19 April 2017.**

### Action taken since then

The childminder had undertaken training in child protection, first aid, data protection. This helped to ensure they could keep children safe.

We discussed ways in which they could access professional learning opportunities through the Care Inspectorate Hub, which provides resources including guidance, research and other publications, as well as bespoke resources relating to early learning and childcare and self-directed support. We discussed how they could record any training and the impact of this on their service.

The childminder agreed to action this. This area for improvement is carried forward into this report to help inform and guide future improvements in practice.

**This area for improvement has not been met.**

## 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 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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Care Inspectorate  
Compass House  
11 Riverside Drive  
Dundee  
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[enquiries@careinspectorate.com](mailto:enquiries@careinspectorate.com)

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