

Allison & David Rooney Child Minding

Bathgate

Type of inspection:
Unannounced

Completed on:
25 February 2026

Service provided by:
Allison & David Rooney

Service provider number:
SP2003908699

Service no:
CS2003020378

About the service

Allison & David Rooney are registered to offer a childminding service from the family home in a residential area of Bathgate. Their home is well located to access a range of amenities such as local walks, parks, nurseries, schools and centres.

The service is registered to 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. Numbers are inclusive of the childminder's own family.

Children have access to a dedicated playroom, living room and kitchen all located on the lower floor. The bathroom is also on the lower floor. There is an enclosed garden at the back of the property accessible through the conservatory/playroom.

Allison Rooney provides the childminding service. They explained that David Rooney has a job out with the service. He is available to look after minded children if needed, this allows Mrs Rooney to collect children from nursery or school. Therefore, during our inspection visit, although we observed kind interactions between Mr Rooney and the minded child, we spoke primarily to Mrs Rooney -referred to as 'the childminder' in this report.

About the inspection

This was an unannounced inspection which took place on 24 February 2026 between 11:30 and 14:00. 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:

- spent time with one child in the service
- spoke with the childminder
- received six completed questionnaires from parents
- observed practice and children's experiences
- 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

- The childminder delivered a nurturing and well-organised service with strong communication, clear values and positive relationships that consistently supported children's wellbeing.
- Quality assurance and improvement work was progressing well, with priorities that strengthened children's experiences and clear potential for continued growth through ongoing reflection and family involvement.
- Children showed independence, confidence and sustained engagement in play, supported by a childminder who skilfully offered support to nurture communication, curiosity and early learning.
- Families experienced a thoughtful, inclusive service enriched by high-quality resources, varied community experiences and a warm, home-from-home environment that supported children's wellbeing and sense of belonging.
- Children experienced genuinely warm, respectful and sensitive care that nurtured their emotional security, independence and positive sense of self.
- Strong, trusting relationships with families and thoughtful daily practices created a supportive, inclusive environment where children had fun, developed and thrived at their pace.

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.

The childminder demonstrated a clear commitment to providing a warm, nurturing and well-organised service. A mission statement is shared with families at enrolment, helping parents understand the ethos and expectations of the setting from the outset. This contributed to a positive first foundation and supported strong relationships built on trust. There was a well-established culture of open and honest communication, which parents spoke highly of. Families felt listened to and valued, and this collaborative approach strengthened children's experiences.

The childminder's values were embedded in the day-to-day life of the service. Practice reflected a caring, respectful and child-centred approach. There was scope, however, to further develop the vision, values and aims through active consultation with children and families. This process would also allow the childminder to highlight more explicitly their inclusive and rights-based approach, particularly given the examples they shared with us of supporting all children in the setting to achieve and thrive.

An improvement plan was in place, with identified actions such as completing training, making resources more accessible, and supporting children to make choices. These priorities were relevant and achievable. The next step would be to evaluate the impact of these actions on children's experiences and outcomes. Doing so would help the childminder understand what is working well and where further development is needed.

There was some evidence that children and parents' views influenced changes to the environment and experiences offered. Strengthening these consultation processes would help children feel empowered and ensure their voices consistently shape the direction of the service. Families were consulted both formally and informally, and questionnaires were used to gather feedback. These could be made more meaningful by linking questions to current improvement priorities and asking families to comment on the impact of any changes made. This would help parents feel they are influencing any future developments.

Quality assurance processes were in place, and the childminder had begun to engage with the new self-evaluation framework. This was at an early stage, and there was potential to use these tools more consistently and purposefully. For example, linking self-evaluation more closely with what matters to children and families would help create a more robust and sustained cycle of improvement.

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 experienced a warm and engaging environment where play was valued as the foundation of learning. During the visit, the child in attendance was observed to be relaxed and engrossed in play. They

confidently selected resources that were stored at their height, demonstrating independence and a sense of ownership over their learning. The childminder provided a balanced mix of child-led and adult-initiated experiences, which was evident through observations, photographs and discussions. This combination supported children to explore freely while also benefitting from intentional, developmentally appropriate interactions.

Parents told us: "My child is involved in a wide range of fun and meaningful experiences that support their development and individual interests. [my child] attends a weekly playgroup, which helps them develop social skills and confidence with other children. In addition, the childminder regularly takes them on a variety of day trips and local adventures, such as outings to parks and community spaces. These experiences support [my child's] learning, physical activity, and curiosity in a safe and nurturing environment".

The childminder was skilled at sensitively modelling language. They offered encouragement and provided praise at appropriate moments, while also giving children the space to test ideas, explore materials and use their creativity.

The childminder's ability to tune into children's verbal and non-verbal cues ensured that support was responsive. The childminder spoke confidently about each child's preferred communication style and how this was progressing, demonstrating a clear understanding of individual needs. Parents echoed: "[childminder's name] is a wonderful person and provides a wonderful home from home service. They are extremely thoughtful and get it right for every child. [Childminder's name] has been instrumental in our child feeling confident when finding their voice. I'm extremely grateful for the support and for ensuring [my child] still got everything they needed. Our [child] is now speaking fantastically".

The childminder was committed to creating an inclusive environment, such as adding visual cues or labelling resource boxes to make them more accessible. Continuing to develop communication strategies would support all children to access materials independently and feel confident in the space.

The childminder clearly valued children's right to play and supported them to learn at their own pace, creating an emotionally secure environment where children felt safe to take risks and try new things. There was evidence from the childminder's reflective diary that the childminder and child worked together to solve problems or explore ideas. Strengthening this further, for example by using more "I wonder..." questions, would deepen children's curiosity, critical thinking and sense of discovery.

A variety of high-quality resources was available, including wooden materials, loose parts and open-ended items that sparked imagination and sustained interest. Activities were planned around children's emerging interests, with a focus on supporting and extending children's natural patterns of play called 'schematic play'. As a result, children benefitted from experiences that were meaningful and developmentally appropriate and were making good progress in early literacy, numeracy and wellbeing.

The childminder kept a record of the activities offered and their reflection on the children's experiences. This could be developed into a floorbook or be added to observations, allowing children to add drawings, photographs and comments, helping to capture their voices more clearly and strengthening their sense of ownership over their learning journey.

Observations of children at play informed planning. These could be further enhanced to identify significant learning and track development and achievements. This would help the childminder to recognise more clearly the pace of progress, any gaps in learning and where additional support may be needed. Considering how to extend learning for children who require more challenge would also further enhance the quality of experiences.

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.

Children experienced warm, compassionate and sensitive care that supported their emotional wellbeing and development. Kindness was at the heart of the childminder's practice, and this was evident in the calm, respectful interactions observed throughout the visit. Children were recognised as capable individuals, and their uniqueness was valued. This contributed to a strong sense of belonging and security within the setting.

Daily transitions were managed sensitively. Routines were predictable yet flexible, allowing children to feel safe while also supporting their growing independence. The childminder adapted them to meet individual needs and this extended to transitions from the childminding setting to school. A parent shared with us: "I was thrilled for [childminder's name] to continue on our journey now [my child] is in P1. I feel [childminder's name] has been a helpful anchor during this transition for [my child]".

Older children were encouraged to help younger children, reflecting an ethos of kindness that was embedded in daily practice. Children themselves commented positively on this supportive atmosphere: "I like the younger children who are really cute. [childminder's name] is the "funnest" place I have been ever because it is fun. I like getting to serve the food out".

Mealtimes were sociable and used as valuable learning opportunities. Children were encouraged to make healthy choices and food provided was nutritious and balanced. The childminder involved children in discussions about healthy eating, including writing shopping lists and exploring ingredient labels. Mealtimes also supported the development of important life skills, such as cutting fruit, serving themselves and practising independence. These experiences helped children build confidence and develop positive attitudes towards food.

Personal care routines were carried out with dignity and respect, promoting children's self-esteem and sense of self.

Medication procedures were well organised, with clear systems in place to support the safe administration of medication. Records were maintained appropriately in line with best practice guidance, contributing to children's health and safety.

The childminder knew children well and used this knowledge to tailor daily care, support and interactions. Personal plans contained some relevant information about each child's interests, likes and dislikes, supporting a nurturing environment where children felt known and valued. To strengthen this further, these should be reviewed more regularly and in meaningful partnership with children and families. This would help to clearly reflect each child's individuality, changing needs and developmental progress as well as the strategies used to support them. Using the SHANARRI (safe, healthy, achieving, nurtured, active respected, responsible, included) wellbeing indicators to structure these reviews more consistently would help ensure plans remain relevant, outcome-focussed and closely attuned to each child's needs.

Relationships with families were a strength of the service. Parents valued the warm, welcoming environment and appreciated being invited into the setting to discuss their child's day informally: "[name of the childminder] will invite you in at collection time where the day is discussed and any feedback is given".

Communication was effective, with daily updates shared through messages and online platforms. Families told us: "I have a good relationship with my childminder, built on mutual trust and open communication. We regularly discuss my child's wellbeing, development, routines and any changes that may affect their care. I feel listened to and confident raising any questions or concerns, and these are responded to promptly and professionally. This positive partnership supports my child's individual needs and overall wellbeing".

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	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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