

# Webster, Dawn Child Minding

Aberdeen

**Type of inspection:**  
Unannounced

**Completed on:**  
20 February 2026

**Service provided by:**  
Dawn Webster

**Service provider number:**  
SP2016987712

**Service no:**  
CS2016344230

## About the service

Dawn Webster provides a childminding service from their home in a quiet central location in Aberdeen. This is close to a local school and nursery where the childminder provides a drop off and pick up service.

The service is registered to provide a care service to a maximum of seven children at any one time under the age of 16; of whom no more than 6 will be under 12; of whom no more than 3 are not yet attending primary school; and of whom no more than 1 is under 12 months. Numbers are inclusive of the childminder's own children.

12 children were registered with the service and three attended during the inspection.

Children are cared for in the living room and kitchen area with access to a downstairs bathroom and an enclosed garden at the rear of the property. The service is close to local parks and amenities.

## About the inspection

This was an unannounced inspection which took place on Thursday 19 February 2026 between 14:45 and 17:15 and Friday 20 February between 11:00 and 12:00. 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 and complaints information, information submitted by the service and intelligence gathered throughout the inspection year.

To inform our evaluation we:

- spent time with children using the service
- spoke with the childminder
- received four responses to our request for feedback from parents/carers through our online questionnaire
- assessed core assurances, including the physical environment
- 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, improvements were identified relating to core assurances. We have reported where improvement is necessary within Children are supported to achieve.

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:

- safety of the physical environment, indoors and outdoors
- 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

- The childminder provided a warm, nurturing and inclusive environment where children felt valued and confident in expressing their needs.
- Children were settled, happy and having fun.
- Children were supported to learn and develop skills as they played.
- Daily opportunities to play outdoors supported children's social skills and physical development.
- Quality assurance practices were in the early stages and should be further developed to more fully promote the engagement of families and positive outcomes for children.
- While children were generally kept safe, some aspects of practice required strengthening.
- The childminder should further develop the use of personal plans to support children's care and wellbeing by reviewing and updating information regularly with parents.

## 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	3 - Satisfactory / Adequate
Children play and learn	4 - Good
Children are supported to achieve	3 - Satisfactory / Adequate

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

## Leadership 3 - Satisfactory / Adequate

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

### Leadership and management of staff and resources

Children benefitted from a nurturing, respectful environment which reflected the aims and objectives of the service. The childminder demonstrated a commitment to enabling children to feel safe to learn, develop and have fun. An information pack was shared with parents prior to children starting, helping families to understand what to expect from the service. Parents commented positively on the ethos of the service. One shared that, "[the childminder's] house is a home from home for my children."

At the time of inspection, the childminder provided care for school-aged children. The service provision had been adapted to reflect this, with a focus on outdoor play after school. We discussed actively involving children and their parents when next reviewing the service's vision, values and aims. This would help ensure they continue to be reflective of current families' needs and interests.

Quality assurance processes were at an early stage and there was limited evidence of self evaluation to inform improvements. The childminder had begun to engage with recognised self evaluation tools to help identify priorities for development; however, this had not yet resulted in measurable improvements. Introducing more structured and sustained approaches to evaluating the effectiveness of practice would support meaningful improvements and strengthen outcomes for children and families. (See Area for improvement 1)

Children and families had some opportunities to give feedback and influence change. Children were asked their views on what they wanted to do daily, which helped them to develop their interests and independence. Parents felt happy with the service and were kept informed through discussions and online communication. They shared their views through informal discussions, and we asked the childminder to develop more structured ways of consulting with children and families to ensure that they are meaningfully involved in shaping improvements as the service evolves. (See Area for improvement 1)

The childminder demonstrated knowledge of safeguarding and risk assessment to support children's care. We identified that some policies and procedures to support practice required updating to fully align with legislation and current guidance. A more consistent approach to reviewing and updating policies will promote children's overall safety and wellbeing. The childminder should develop their knowledge of relevant guidance documents to support their practice, progress and development of the service. (See Area for improvement 1)

### Areas for improvement

1. To support positive experiences and outcomes for children and families, the childminder should strengthen quality assurance practices. This should include but is not limited to:

a) Self-evaluation of practice against recognised frameworks such as, 'A quality improvement framework for the early learning and childcare sectors: Childminding quality indicators'.

b) Gather and make use of feedback from children and parents to support ongoing improvements to the service.

c) Ensure that all policies, procedures and risk assessments are reviewed regularly and updated to reflect current legislation and guidance.

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

'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19); and

'I experience high quality care and support based on relevant evidence, guidance and best practice' (HSCS 4.11).

## Children play and learn 4 - Good

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.

### Playing, learning and developing

The childminder knew children well and supported their interests through a variety of play experiences. One family commented that their child talked with excitement about their time with the childminder, telling us they had opportunities to bake, play outside and access construction toys.

Children were engaged and confidently led their own play, independently accessing a variety of resources that supported choice, creativity and imagination. These included opportunities to draw, create and build. Their play was purposeful and sustained over long periods. A large drawing activity on the living room floor, started in the morning, was left in place all day, providing the time and space for children to continue after school, supporting their creativity, wellbeing and right to play.

The environment and interactions offered opportunities to develop knowledge and skills in literacy, numeracy and health and wellbeing. The childminder supported playful experiences which resulted in children being secure and successful in their play and learning.

Children experienced warm, respectful interactions with the childminder and were actively involved in decisions about their play. Children's needs and personalities were known and responded to, with conversations used to support their curiosity and extend their thinking. They felt comfortable asking questions and expressing their ideas. The childminder achieved a good balance of child and adult led interactions which supported confidence and communication skills well.

Children did not use the garden during the inspection, as the childminder assessed it as unsuitable due to the weather conditions. Instead, they had an established routine with daily outdoor experiences, making effective use of the school playground and local playpark. This provided opportunities to meet other families which supported children's physical development, social skills and relationships.

Planning approaches were informal and based on children's interests. The children were able to learn and play at their own pace and one child told us, 'It's very fun here.' We encouraged the childminder to further develop ways of involving children meaningfully in planning individual goals to extend their learning and interests. Updates on children's achievements were shared with parents through daily conversations, photos and messages, promoting continuity between home and the service.

## Children are supported to achieve 3 - Satisfactory / Adequate

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

### Nurturing care and support

Children benefitted from responsive and caring interactions. The childminder was flexible in their approach, for example, during the transition from school to the setting. This was managed well, with the childminder supporting children appropriately to understand road safety and in conversations about topics of interest. These opportunities sensitively supported children and were respectful of their ages and individual abilities.

Children's food choices were mainly nutritious, reflecting children's choices and dietary preferences. Although these regularly included fruit and vegetables, we reminded the childminder to be aware of the nutritional value of treats such as, biscuits. Whilst on the day of inspection children enjoyed a relaxed snack in the setting, they often ate when out at the park or playground. The childminder prepared individual snack boxes for each child. This responsive approach offered flexibility to their play, enabling them to extend their time outdoors while still having access to healthy, appealing snacks.

While children were generally kept safe, some aspects of practice required strengthening. During the inspection, children ate snack while moving about and playing, and some foods were not prepared in a way that minimised choking risks. We advised the childminder to review snack arrangements, including providing appropriate seating and opportunities for children to develop independence in preparing food and pouring drinks.

The front door was not consistently locked to promote a safe environment, and the childminder agreed to address this. Inconsistent handwashing routines increased the risk of cross contamination. Improving infection prevention and control practices in line with best practice guidance will help promote children's health and wellbeing. (See Area for Improvement 1)

Personal plans were in place and contained key information relevant to children's care. These could be further developed to include more detail on how the service is supporting individual needs. Although some information was updated, plans were not reviewed with parents every six months, as required. Significant information was recorded in a diary rather than in individual chronologies, which limited the childminder's ability to identify emerging patterns. The childminder agreed to review their practice in this area to ensure information recorded complies with guidance, is current, confidential and effectively supports children's wellbeing. (See Area for Improvement 2)

The childminder had established positive relationships with families and used an online system to share updates and information relevant to the service. This helped parents feel informed and involved in sharing children's interests and needs. Parents told us that they felt welcomed into the service and described the childminder as friendly, approachable and available.

## Areas for improvement

1. To support children's safety and wellbeing, the childminder should review and improve practices. This should include but is not limited to:

- a) Consistent handwashing at key times of the day such as, after toileting, before and after eating and when returning indoors from outdoor play.
- b) Ensure children remain seated when eating, are adequately supervised and food is suitably prepared and to minimise choking risk.
- c) Ensure that external doors to the setting remain locked when children are present.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: 'I experience high quality care and support based on relevant evidence, guidance and best practice' (HSCS 4.11).

2. To support children's care and overall wellbeing, the childminder should review and improve information recorded in children's personal plans. This should include but is not limited to:

- a) Ensure that personal plans are reviewed and updated with parents/carers at least once every 6 months, or more often if children's needs change.
- b) The use of individual chronologies to record significant events in children's lives.

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

## 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

In order to keep children healthy the childminder should continue to improve their infection prevention and control procedures

National Care Standards, Early Education and Childcare up to the Age of 16 - Standard 2: A Safe Environment.

**This area for improvement was made on 8 March 2017.**

## Action taken since then

The childminder had some routines in place for handwashing; however, these were inconsistent, which increased the risk of cross-contamination. Children did not routinely clean their hands before and after snack or when eating during outdoor play.

**This area for improvement has not been met** and has been reworded. (See Area for Improvement 1 under 'Children are supported to achieve')

## Previous area for improvement 2

In order to keep children safe the childminder should develop a written risk assessment for cooking activities.

National Care Standards, Early Education and Childcare up to the Age of 16 - Standard 2: A Safe Environment.

**This area for improvement was made on 8 March 2017.**

## Action taken since then

The childminder had suitable risk assessments in place for a range of activities, including cooking and baking with children.

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

## Previous area for improvement 3

In order to keep children safe the childminder should ensure that external doors are kept locked when children are being cared for within the childminder's home.

National Care Standards, Early Education and Childcare up to the Age of 16 - Standard 2: A Safe Environment.

**This area for improvement was made on 8 March 2017.**

## Action taken since then

During the inspection the front door was not consistently locked to promote a safe environment.

**This area for improvement has not been met** and has been reworded. (See Area for Improvement 1 under 'Children are supported to achieve')

## Previous area for improvement 4

In order to ensure that children's health and wellbeing needs are fully met the childminder must ensure that personal plans are reviewed at least once every 6 months, or more often if children's needs change.

National Care Standards for Early Education and Childcare up to the age of 16, Standard 3: Health and Wellbeing.

**This area for improvement was made on 8 March 2017.**

## Action taken since then

Although some information in personal plans was updated, plans were not reviewed with parents every six months, as required.

**This area for improvement has not been met** and has been reworded. (See Area for Improvement 2 under 'Children are supported to achieve')

#### Previous area for improvement 5

The childminder should evaluate their practice and seek ways of developing the service.

National Care Standards for Early Education and Childcare up to the age of 16, Standard 13: Improving the Service.

**This area for improvement was made on 8 March 2017.**

#### Action taken since then

Quality assurance processes were at an early stage and there was limited evidence of self evaluation to inform improvements. The childminder had begun to engage with recognised self evaluation tools to help identify priorities for development; however, this had not yet resulted in measurable improvements.

Children and families had some opportunities to give feedback and influence change; however, these were informal and did not ensure consistent opportunities to be meaningfully involved in shaping improvements as the service evolves.

Policies to support practice had not been updated to reflect current legislation and guidance to promote children's safety and wellbeing.

**This area for improvement has not been met** and has been reworded. (See Area for Improvement 1 under 'Leadership')

## 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	3 - Satisfactory / Adequate
Leadership and management of staff and resources	3 - Satisfactory / Adequate
Children play and learn	4 - Good
Playing, learning and developing	4 - Good
Children are supported to achieve	3 - Satisfactory / Adequate
Nurturing care and support	3 - Satisfactory / Adequate

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