

# Tabby's Tots Childminding Child Minding

Dunfermline

**Type of inspection:**  
Unannounced

**Completed on:**  
22 April 2026

**Service provided by:**  
Emma Tabb

**Service provider number:**  
SP2024000541

**Service no:**  
CS2024000427

## About the service

Tabby's Tots is a childminding service provided by Emma Tabb. They operate from their home in Dunfermline. The service is close to local primary schools, shops, parks and other amenities. The children are cared for in the lounge and have access to a downstairs bathroom. They also have access to an enclosed rear garden.

The childminder may care for a maximum of 6 children at any one time up to 16 years of age:

- of whom no more than 3 are not yet attending primary school and
- of whom no more than 1 is under 12 months.

Numbers include the children of the childminder's family/household.

## About the inspection

This was an unannounced inspection which took place on Tuesday 21 April 2026 between 14:00 and 16:30. We concluded the inspection on Wednesday 22 April when we gave feedback to the childminder. 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 registration and complaints information, information submitted by the service and intelligence gathered throughout the inspection year.

In making our evaluations of the service we:

- spoke with one child and received three parents' responses to our electronic questionnaire
- spoke with the childminder
- observed practice and how children were supported with their routines and play
- reviewed documents.

## Key messages

- Children benefited from the childminder's positive and supportive interactions which met their individual needs.
- The childminder knew children well and provided experiences which supported their interests, learning and development.
- Children's care and support was planned for through personal planning systems that reflected the wellbeing indicators.
- Self-evaluation and quality assurance systems had been introduced to evaluate the work of the service and make improvements.
- The childminder should continue to develop and embed the systems they have introduced to meet the needs of children and families.

## 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	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

We evaluated this key question as good, where several strengths impacted on positive outcomes for children.

### Quality Indicator: Leadership and management of staff and resources

The childminder had created a warm, welcoming and inclusive environment which supported children to feel included. This positive ethos enabled communication and partnership working with families as interactions were respectful. Parents valued this approach as they told us, "I feel able to be honest with her (childminder), we have good communication."

The childminder had introduced self-evaluation and quality assurance processes to review practice and identify areas for improvement. An improvement plan was in place which showed a commitment to the development of the service. Areas for improvement included adding resources for outdoor play and ensuring children had opportunities to share their views. To support the continued development of the service, the childminder should become familiar with 'A quality improvement framework for the early learning and childcare sectors: childminding.' This should support them to assess how children have benefited from any changes made. (See area for improvement 1).

Early steps had been taken to gather feedback from parents and children through both formal and informal methods. These enabled them to share their views about their experiences. This reflected partnership working and a shared approach to supporting children's wellbeing. Parents shared, "I feel like I could speak to the childminder if there was anything I felt could be done differently/additionally." To make the process more meaningful we suggested that the childminder collate the information and give feedback to parents about any action taken. This will demonstrate their opinions matter as they influenced change.

### Areas for improvement

1. To assess the work of the service and promote positive outcomes for children and families, the childminder should further develop the quality assurance and self-evaluation systems in place. This could include measurable outcomes and demonstrating the impact and outcome of change.

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 4 - Good

We evaluated this key question as good, where several strengths impacted on positive outcomes for children.

### Quality indicator: Children experience high quality spaces

Children were cared for in a safe, welcoming and well-maintained environment which promoted their safety and wellbeing.

Daily safety checks and effective infection prevention and control measures were in place which helped minimise risk and promote children's health. For example, cleaning measures were in place, use of personal protective equipment (PPE) and hand washing at appropriate times took place. We suggested using the checklist as a template and recording any action that was needed, to ensure the continued safety of children.

The availability and organisation of resources enabled children to make choices about their play. This supported their creativity, independence and imagination as they developed their art and craft activity. Children's needs and interests were met, as the childminder supported their choices which resulted in positive experiences and outcomes.

A fully enclosed garden offered children a spacious area for outdoor play. The childminder had identified this as an area that needed more equipment and was planning to add more resources. We suggested other items of loose parts that could be added to promote children's imagination. Guidance is available on 'Play Scotland' website that could support. For example, 'Loose Parts - A toolkit 2019.'

Community resources, such as local parks were used to extend children's learning experiences. These opportunities enabled children to explore the natural environment, learn about risk, develop their physical skills and build confidence. Parents told us that children were "Often out on walks or at park or in garden."

The childminder had introduced SIMOA (Safety, Inspect, Monitor, Observe and Act) an initiative aimed at keeping children safe. They should continue to develop this to support children's wellbeing and their awareness about safety.

## Children play and learn 4 - Good

We evaluated this key question as good, where several strengths impacted on positive outcomes for children.

### Quality Indicator: Playing, learning and developing.

The childminder had created a child-centred approach as she supported children in their play. The activities available were suitable for the child present, met their needs, stages of development and interests. Interactions were positive, responsive and supportive, which enabled children to share ideas for their activities. As a result, they were engaged in their play for periods of time. Parents told us that children were "Always kept busy with activities and visits." And "Go out on trips around the local area."

A range of observation and assessment methods were in place to support children's learning, which included development records and a 'floor book.' These demonstrated how children's experiences and interests were captured and used to inform next steps in learning. The introduction of the 'floor book' had provided children opportunities to share their views. This supported inclusion and participation, as they shared information about their experiences and interests. The childminder should continue to develop the use of the 'floor book.' For example, demonstrating how children's interests are used to provide learning opportunities. By asking children what they want to learn could engage them and enrich their play. Parents told us they were "Kept updated with (child's name) progress throughout the day using the daily connect."

To further enhance learning, observation, development records and 'floor book' should continue to be embedded in practice. Stronger links could be made between the 'floor book' and children's learning journals, which could strengthen planning for each child. Recognising children's learning, progress and achievements could inform next steps to support individual children's continued progress. Activities could be extended, offer challenge and enhance learning opportunities.

## Children are supported to achieve 4 - Good

We evaluated this key question as good, where several strengths impacted on positive outcomes for children.

### Quality Indicator: Nurturing care and support

All interactions with children were caring, nurturing and kind. Positive attachments and trusting relationships with the childminder and each other, promoted a respectful care setting. As a result, children were happy, relaxed and confident in the childminder's care as they felt safe and secure. Parents told us the childminder "Is very caring and has a lovely bond with my child. I feel like she has her own personal relationship with her. It is a very safe, kind family home."

Personal plans were in place for all children and contained information that helped meet their individual needs. Children's routines, needs and personalities were known and used to promote consistency of care for children throughout the day. Parents shared "Before starting we discussed my child's needs, the childminder takes this into consideration and keeps me updated with anything she notices also." We asked the childminder to include any strategies or techniques that would be used to support children's development.

Effective communication with families meant that the childminder worked in partnership with parents. A child-centred approach was in place, as regular updates were shared with parents each day and at reviews. This helped parents feel included and involved as they knew about their child's experiences. The childminder, therefore, demonstrated a good knowledge of children's interests, personalities and development. As a result, plans supported children to achieve. Parents told us they shared information at "Collection and drop off at door but invited for six-month check-in this week."

Children enjoyed a relaxed and unhurried snack time. They had developed self-help skills, as they were encouraged to prepare their food and pour drinks. We suggested this experience could be improved if child sized jugs and utensils were provided.

## 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	4 - Good
Children experience high quality spaces	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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