

Kidz Kabin Childminding Child Minding

West Calder

Type of inspection:
Unannounced

Completed on:
10 April 2026

Service provided by:
Amy Watt

Service provider number:
SP2024000605

Service no:
CS2024000476

About the service

Kidz Kabin Childminding operates from their family home in West Calder. They are registered to provide a childminding service to 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 include the children of the childminders family.

Children have access to a designated Kabin in the back garden, kitchen-diner, toilet facilities and enclosed garden to the rear of the house. The service is close to schools and nurseries, green spaces, local attractions and can be reached by public transport links.

About the inspection

This was an unannounced inspection which took place on 9 April 2026 between 09:30 and 12:30. This 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.

To inform our evaluation we:

- spoke/spent time with one child using the service
- received three completed questionnaires from families
- spoke with the childminder
- assessed core assurances, including the physical environment
- 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 experienced consistently warm, nurturing and responsive care that promoted their sense of belonging and security.
- Children were engaged in high quality play and learning in an environment that promoted curiosity and imagination.
- Children confidently led their play and made choices that supported independence, decision making and ownership of learning.
- Children developed literacy, numeracy and environmental awareness skills through meaningful experiences embedded in daily routines and activities.
- Children benefitted from rich indoor, outdoor and community based activities that ensured a balance of learning to meet their needs and wishes.
- Children developed independence, supported by environments that had been intentionally designed to be accessible, child led and responsive to their interests.
- Children were supported to identify and manage risks safely, developing life skills through involvement in risk assessment.
- The childminder should further develop quality assurance systems to support the delivery of the service.

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	5 - Very Good
Children are supported to achieve	5 - Very Good

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

Leadership 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.

Quality indicator: Leadership and Management of Staff and Resources

The service vision and aims were to provide a warm, nurturing, home from home environment where learning through play was at the heart of experiences. These approaches demonstrated the childminder's commitment to high quality learning that promoted positive outcomes for children. The service had been established for a period of time. We suggested they review their vision, values and aims with children and families. This would ensure the vision remains shared, relevant and reflective of their aspirations, support a culture of continuous improvement and enhance opportunities for children and families to influence future development.

The childminder had begun to engage in self evaluation. Feedback from families had recently been gathered through questionnaires and demonstrated that they felt positive about the care and experiences provided. Families strongly agreed they were involved in meaningful ways to help develop the service. Comments included "Amy provides excellent care, keeps us well informed, and creates a really positive environment. We really appreciate everything she does", "Amy is always open to feedback" and "Amy provides excellent updates on [my child] activities each day via the daily app". This meant families had developed confidence and trust in the childminder.

The childminder was at an early stage of using best practice guidance 'A quality improvement framework for the early years and child care sectors: Childminding' (Care Inspectorate, 2025). This self evaluation was beginning to support reflective practice. We suggested evidencing this to identify strengths and developments and create an improvement plan linked to outcomes for children.

The childminder carried out some quality assurance tasks. We recognised that a more structured and planned approach was needed to strengthen systems. Developing a quality assurance calendar could help ensure that key tasks such as six monthly reviews of personal plans, medication audits, policy review and risk assessment updates are completed consistently and in line with guidance (See area for improvement 1).

Areas for improvement

1. To ensure children and families continue to benefit from a service that delivers high quality care, the childminder should strengthen their quality assurance practice. This should include, but not limited to establishing reviews of personal plans and medication audits in line with timescales set in guidance, updating policies to reflect the service and review of risk assessments to ensure improved outcomes for children.

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.' (4.19)

Children thrive and develop in quality spaces 5 - Very Good

We found major strengths in this aspect of the setting's work and identified very few areas for improvement, therefore we evaluated this quality indicator as very good.

Quality indicator: Children Experience High Quality Spaces

The childminding environment had been carefully designed to reflect and respond to children's interests. It was warm, welcoming, and promoted a positive ethos that children were valued and respected. Families told us "Amy has created such a warm, supportive, and engaging environment, and it's clear how much she genuinely cares about the children she looks after", "Well laid out setting, age appropriate equipment and toys" and "Most importantly, we feel confident that [my child] is in a warm, safe, and nurturing environment where [they are] happy and well looked after". As a result, families strongly agreed that children were cared for in a safe, secure and well maintained environment.

The indoor play space in the Kabin, and wider home were maintained to a consistently high standard, offering rich and engaging experiences that enabled children to play safely and independently. High quality resources and thoughtfully organised areas supported children to explore, create and lead their own learning. The warm, welcoming ethos was felt on entering the service. This gave a strong message that children mattered.

Children benefitted from easy access to a well designed play space outdoors that provided opportunities for physical activity, exploration, and imaginative play. The positioning of the Kabin enabled children to choose freely where they wanted to play while still being safely supervised. This promoted independence and supported children to develop confidence in making decisions about their learning.

Regular safety checks and effective routines, such as fire drills, contributed to a safe and secure environment. Infection prevention and control practices were robust and helped ensure children's wellbeing was consistently promoted.

The childminder carried out dynamic, responsive approach to risk assessment, involving children in identifying and managing risks within their environment indoors and outdoors. This supported children to develop important skills in risk awareness and personal safety. We suggested this could be further developed using the Care Inspectorate guidance, safe, inspect, monitor, observe, act (SIMOA) . The childminder was keen to promote this.

Information management processes were effective. Children's personal information was securely stored and confidentiality maintained. Record keeping systems were organised and supported the smooth running of the service. As part of ongoing quality assurance, the childminder should check their registration with the Information Commissioners Office (ICO) to ensure they are appropriately registered.

Children play and learn 5 - Very Good

We found major strengths in this aspect of the setting's work and identified very few areas for improvement, therefore we evaluated this quality indicator as very good.

Quality Indicator: Playing, Learning and Developing

Children experienced rich, varied and high quality environments indoors and outdoors. Families strongly agreed that children were involved in a range of fun experiences to meet their individual needs. Comments included "[my child] loves spending time with all [their] friends and exploring different activities and days out together" and "[my child] enjoys the variety of activities".

Play spaces were thoughtfully designed to spark curiosity, imagination and sustained engagement. Children confidently led their play, made choices and influenced their experiences throughout the day. The childminder responded sensitively and skilfully to children's interests, extending learning through rich conversation, questioning and encouraging children to recall learning. Families told us "There's a great variety of activities, which keeps things interesting and helps support [my child's] development in different areas. It's clear a lot of thought goes into planning engaging and stimulating experiences". As a result, children were supported to reach their full potential.

Children were supported to develop skills in literacy, numeracy and environmental awareness through songs, stories, drama and meaningful interactions. It was evident that the childminder wanted children to learn through play, fun and quality engagement. Approaches resulted in children being enthusiastic about learning, absorbed and deeply engaged in play.

Interactions were warm, responsive and highly nurturing. The childminder clearly enjoyed the role as they placed children's wellbeing, fun and development at the centre of practice. The childminder was attuned to children's verbal and non verbal cues. This supported emotional regulation and encouraged children to engage confidently in play and learning. Interactions promoted language, social skills and independence, contributing to positive outcomes for all children. As a result, children benefitted from a fun, happy and stimulating environment where strong connections supported them to achieve.

Planning for learning was responsive and informed by observation and discussion with children. The childminder offered a balance of experiences across the home, wider community and natural spaces. Families said "Each day [my child] has the opportunity to explore outdoors. For example [they] visit lots of places like local parks, farms, zoo's and even lots of play time in the garden exploring different activities". This ensured children experienced a breadth of play and learning.

Daily observations were shared with families through digital platforms and recorded children's progress. To support the childminder to evidence and review children's progress, we suggested individual next steps could be recorded within their personal plans and linked to wellbeing indicators. This would strengthen the evaluation of progress.

Children are supported to achieve 5 - Very Good

We found major strengths in this aspect of the setting's work and identified very few areas for improvement, therefore we evaluated this quality indicator as very good.

Quality Indicator: Nurturing Care and Support

Children experienced warm, attentive and consistent care that promoted their sense of safety, trust and belonging. The childminder had developed strong relationships with children and families, enabling individual preferences, routines and needs that were well supported. Calm, nurturing and responsive interactions helped children regulate emotions and develop important social skills. Families told us "We've been really happy with the experience overall. Amy is a fantastic childminder she's genuinely caring, attentive, and clearly passionate about what she does. She makes a real effort to ensure [my child] feels welcome, comfortable, and fully included each day" and "Really caring and goes above and beyond to ensure kids feel welcome and supported". This meant families were happy and confident that children's needs were being met.

Mealtimes were relaxed and child led, supporting independence and healthy habits. The childminder was knowledgeable about nutrition guidance and incorporated this into practice. Families commented "Amy always offers healthy options for the children. She also gets the children involved with choosing healthy meals and snacks". The childminder was keen to further develop opportunities to involve children in learning about healthy eating to deepen their understanding of food choices.

Personal plans were in place and completed with detail to reflect children's routines, needs, interests and family context. Families strongly agreed they were involved in reviewing and updating their child's plan. They told us "[my child's] plan is updated as and when required. Amy is always open to chat through any changes and it's clear she is passionate about providing the best care/environment" and "We have regular discussions about care plan, development and advances". To ensure plans remain updated, six monthly reviews should be embedded within the quality assurance systems. Recording individual next steps linked to wellbeing indicators will enhance the assessment of progress.

Strong, respectful relationships with families supported effective partnership working. Families felt welcomed, informed and connected to the service through daily updates and direct communication. They strongly agreed they had a good relationship with the childminder and felt welcomed in the setting. This promoted continuity of care and supported positive outcomes for children.

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 thrive and develop in quality spaces	5 - Very Good
Children experience high quality spaces	5 - Very Good
Children play and learn	5 - Very Good
Playing, learning and developing	5 - Very Good
Children are supported to achieve	5 - Very Good
Nurturing care and support	5 - Very Good

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