

# Audrey Hunter Child Minding

Livingston

**Type of inspection:**  
Unannounced

**Completed on:**  
27 March 2026

**Service provided by:**  
Audrey Hunter

**Service provider number:**  
SP2004007027

**Service no:**  
CS2004083238

## About the service

Audrey Hunter is registered to provide a care service to a maximum of six children at any one time under the age of 16, of whom a maximum of six will be under 12, 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.

The service is provided from the childminder's family home in the town of Livingston, West Lothian. Children have access to the ground floor of the property including lounge, designated playroom, kitchen, toilet and enclosed rear garden. Nearby are local schools, nurseries, shops, parks and other local amenities.

## About the inspection

This was an unannounced inspection which took place on 23 March 2026 between 12:15 and 14:15. 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, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- spoke with one child present during the inspection
- observed practice and daily experiences
- spoke with three parents/carers
- spoke with the childminder
- 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 warm, responsive care from a childminder who knew them well.
- Play and learning experiences were varied, engaging and well planned.
- Daily outdoor experiences supported children's health and wellbeing.
- The childminder's commitment to professional learning improved outcomes for children and families.
- Quality assurance and self-evaluation processes could be further strengthened to support the ongoing development 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 play and learn	4 - 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

### 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's vision and values were reflected in daily practice and in the positive relationships established with children and families. For example, they promoted children's physical activity and encouraged respect for individual differences, preferences and needs.

Children experienced a warm, welcoming and homely environment where they felt valued and respected. Families were warmly welcomed into the setting and daily handovers supported effective communication, ensuring parents felt included and well-informed about their child's care. Feedback from families was very positive, with comments describing the childminder as, "a breath of fresh air" and "brilliant."

Policies and procedures were reviewed regularly to ensure they remained current and reflective of good practice. The childminder had begun to engage with 'A Quality Improvement Framework for the Early Learning and Childcare Sectors: Childminding (Care Inspectorate, 2025)' to support self-evaluation and identify priorities for further improvement.

The childminder demonstrated a clear commitment to reflective practice, through informal discussion and thoughtful consideration of daily experiences. The introduction of a more structured approach to improvement planning would further strengthen self-evaluation. Establishing clear priorities, planned actions and realistic timescales would support more effective monitoring of progress and evaluation of impact on children's experiences and outcomes. During discussion, the childminder identified the further development of natural resources and loose parts as a key priority for improvement. This was a well-considered area for development and would support continued improvement and positive outcomes for children.

Regular, open communication with parents supported strong, respectful and trusting relationships. Families' views were actively listened to and thoughtfully considered when decisions were made about children's care and learning, helping parents feel valued as partners in their child's experience. More structured approaches to involving children and families in service improvement, would further strengthen self-evaluation.

The childminder has engaged in relevant professional learning to support positive outcomes for children, including training in 'Quality in Practice and Keeping Children Safe.' Core training, such as first aid and food hygiene, were current, with appropriate plans in place to update child protection training. The childminder regularly accessed information and guidance through the Care Inspectorate Hub and the Scottish Childminding Association (SCMA), which contributed to increased confidence across aspects of practice. Further improvement could be supported through regular reflection on completed learning, to evaluate its impact on practice and inform ongoing development.

**Children play and learn** 4 - Good**Quality Indicator: Play 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.

One minded child was present at the time of the inspection. They appeared relaxed, confident and fully engaged in their play, indicating that they felt safe, secure and comfortable within the setting. The play environment was well-organised and appropriately resourced, with access to drawing materials, books, Lego, dolls and dinosaurs. The child demonstrated a keen interest in outdoor play, particularly using the chute. These resources effectively supported the child's engagement in play and contributed positively to their enjoyment.

To enhance children's learning experiences further, the inclusion of a broader range of natural and real-life materials would provide additional opportunities to support curiosity, problem-solving, creativity and imaginative play.

Interactions between the childminder and the child were consistently warm, nurturing and respectful. These interactions demonstrated strong, secure and trusting relationships, which had a clearly positive impact on the child's emotional wellbeing. The childminder spoke confidently and positively about children's achievements and clearly demonstrated that children were central to their practice. This approach supported children to feel valued, respected and confident, promoting positive outcomes for emotional development.

Literacy and numeracy were supported through everyday play experiences. The child had access to a selection of books, which contributed to early literacy development, and songs and rhymes were used to support communication and language.

Children's learning would be strengthened through improved consistency in identifying, recording and building upon individual interests. The use of tools such as 'floor books' was discussed as a way to better capture observations, reflect on learning and plan meaningful next steps. This would help ensure learning experiences were more responsive and developmental.

The childminder made good use of the local community to enhance children's learning and play experiences. Regular visits to local parks, 'bookbug' sessions and nature walks provided a wide range of stimulating opportunities that supported children's physical health and overall wellbeing. Attendance at the local 'community barn' further enriched learning experiences, and supported children to develop social skills and a sense of belonging. Ongoing engagement with other childminders also supported children's social development and contributed positively to the breadth and quality of their experiences.

**Children are supported to achieve** 5 - Very Good**Quality Indicator: Nurturing care and support**

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.

The minded child experienced warm, responsive and nurturing care from the childminder. They were provided with consistent comfort, reassurance and emotional support, enabling them to feel secure, valued and supported. Parental feedback was highly positive and highlighted the quality of care provided, including the childminder's ability to build relationships sensitively, and at a pace appropriate to each child.

Transitions and daily routines were managed calmly and consistently, supporting children's understanding of expectations and promoting feelings of safety and confidence. New families benefited from well-planned, individualised settling in arrangements, which helped children and parents feel welcomed and supported from the outset. This inclusive approach strengthened relationships with families and enhanced the homely atmosphere of the setting.

Personal plans were in place for all children and contained clear, relevant and up to date information to support their health, welfare and safety. Parents spoke positively about the childminder's effective communication, including regular verbal feedback and the sharing of photographs, which kept them well-informed about their child's day and supported continuity of care. The childminder demonstrated a strong understanding of children's individual needs and confidently described everyday strategies, such as toilet training, which reassured parents and supported children's progress.

Policies and procedures were in place and aligned with Care Inspectorate guidance on the management of medication. The childminder demonstrated confidence and competence in meeting individual medical needs, with well-maintained and detailed records of actions taken. This ensured children's health and safety needs were met consistently and appropriately.

Mealtimes were relaxed, sociable and unhurried, allowing children to eat at a pace that suited their individual needs. Meals provided by parents were shared together in the kitchen, promoting positive social experiences. In addition, the childminder offered a range of healthy snacks in line with current guidance, including a variety of fruits, supporting the development of healthy eating habits and promoting children's overall health and wellbeing.

Strong, trusting and respectful relationships with families were clearly evident. Parents were warmly welcomed each day, creating regular opportunities for meaningful communication, and supporting positive settling experiences for children. This open, responsive and welcoming approach ensured parents felt informed, valued and reassured, contributing to positive outcomes for children, and a strong sense of belonging.

## 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	5 - Very Good
Nurturing care and support	5 - Very Good

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