

Danni's Daycare Child Minding

Insch

Type of inspection:
Unannounced

Completed on:
17 June 2026

Service provided by:
Danielle Campbell

Service provider number:
SP2024000238

Service no:
CS2024000430

About the service

Danni's Daycare may 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 include the children of the childminder's family/household. Minded children can only be cared for by persons named on the certificate. No overnight care will be provided.

The service is close to the local primary school, park, shops and green spaces. Children have access to the playroom, kitchen/dining room, toilet and a fully enclosed garden.

Up to six children were present at the time of the inspection.

About the inspection

This was an unannounced inspection which took place on 17 June 2026 between 08:30 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 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 children using the service
- received three responses to our request for feedback from families
- assessed core assurances, including the physical environment
- spoke with the childminder
- 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 created a warm, nurturing environment in which children felt safe, secure and well-settled.
- The childminder knew the children very well, fostering positive relationships and ensuring that families felt welcomed and valued.
- Children benefited from high-quality, engaging play experiences, supported by skilled, responsive interactions that enhanced their learning and development.
- Self-evaluation processes supported continuous improvement in children's experiences.
- Quality assurance systems were in place, with regular reviews of policies, training and practice to maintain high standards.
- The childminder showed a strong commitment to continuous professional development and to improving outcomes for all children.

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

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 had a clear vision, values and aims in place which focused on providing a warm, safe and welcoming environment for children and families. During the inspection, this was evident with the calm, relaxed atmosphere where children were settled and confident in their surroundings. As the service had been operating for over a year, there was an opportunity to review and update these statements alongside children and families so that everyone felt included in shaping the service. It was also discussed that these aims should be more clearly reflected in daily routines and experiences. The setting demonstrated a positive ethos, though embedding the vision further would strengthen practice.

The childminder gathered the views of children and families in a range of effective ways. Daily chats at drop-off and collection times ensured regular communication, while younger children's experiences were shared using daily diaries. Newsletters issued each term included a Survey Monkey link, and the 'two stars and a wish' approach encouraged meaningful feedback. Parents spoke very positively about the service, highlighting strong communication and a welcoming environment that put them at ease. They particularly valued daily outdoor experiences such as walks, and described the setting as a "home from home." Feedback had led to improvements, including more arts and crafts, for example making nature bracelets using items collected on woodland walks. The childminder used feedback well to make improvements which benefited children and families.

The childminder had engaged in self-evaluation to support ongoing improvement. They had used the previous quality framework and SCMA (Scottish Childminding Association) documents to reflect on their service and identify areas for development. As a result, they had updated policies and risk assessments and planned to support greater independence at mealtimes and introduce floor books for shared planning with children. These changes showed a commitment to improving outcomes and adapting practice. The childminder explained how self-evaluation had supported smoother routines and better experiences for children. We discussed using the new Quality Improvement Framework for Childminding and the importance of recording and sharing progress with families. Self-evaluation was effective and improving outcomes, though documentation could be developed further.

Quality assurance processes were in place and supported the smooth running of the service. The childminder had taken part in an SCMA mentoring programme, which they found helpful in strengthening their approach. Policies and procedures were clear, reviewed regularly and shared with families. The childminder maintained up-to-date training and could explain how this informed their practice, including meeting children's individual needs and following safe sleep guidance. They showed an awareness of best practice and a willingness to continue learning, including using the Care Inspectorate HUB for further support. Quality assurance arrangements were effective and supported continuous improvement.

Children thrive and develop in quality spaces 5 - Very Good

Quality Indicator: Children experience high quality spaces

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 physical environment was very welcoming, cosy and homely, providing a comfortable space for children to play and relax. Parents described the setting as a "home from home," which reflected the warm and inviting atmosphere observed during the inspection. The childminder mainly used the playroom and the dining kitchen/sun lounge area, where children had access to large sofas for rest and foam tiles on wooden flooring for safe floor play. Children also had access to a toilet and an enclosed rear garden, supporting independence. The environment promoted a strong sense of comfort, safety and belonging.

Children were able to move freely around the space and appeared very confident using their surroundings. Toys and resources were stored on low shelves and in accessible boxes, allowing children to independently choose what they wanted to play with. Even younger children were observed pulling themselves up to access the role play kitchen. The childminder encouraged children to lead their own play and take responsibility, such as helping to tidy away toys. There was scope to introduce more open-ended and natural materials to further extend creativity and curiosity. Children experienced a supportive environment that encouraged independence and choice, with opportunities for further development.

Although the children did not access the garden during the inspection, they benefited from regular outdoor experiences within the community. The childminder and parents confirmed that children were outdoors daily, including walks to and from school and visits to local parks, woods and a toddler group. These outings provided opportunities for fresh air, exploration and social interaction. Children spoke positively about what they had seen, such as animals, showing enjoyment and engagement. These experiences also helped children develop a sense of belonging in their local area.

Safety was appropriately considered within the environment. Risk assessments were in place, regularly reviewed and clearly reflected the needs of the children, including their involvement in understanding safety. The childminder followed safe sleep practices, with children resting in travel cots in the playroom, and explained how they had worked gradually with families to support this transition. This showed a thoughtful and consistent approach. Safety procedures were well managed and contributed to a secure environment for children.

Care routines were carried out in a nurturing and respectful way. During nappy changing, the childminder spoke to children about what was happening, helping them feel reassured and involved. Some personal protective equipment was used, and further guidance was shared to strengthen infection prevention practices. Children washed their hands before eating, although it was recommended that hand washing with soap and water should also take place after meals rather than using wipes. These small improvements would further support hygiene practices. Overall, care practices were positive, with minor areas identified to enhance consistency.

The childminder provided a very clean, safe and well-maintained environment for children. Resources were organised and appropriate for the age and stage of the children, supporting learning and play. The environment allowed children to feel relaxed, secure and confident as they explored and learned. The childminder was reflective and open to guidance in order to continue improving the space and routines. The quality of the physical environment was high and supported positive outcomes for children.

Children play and learn 5 - Very Good

Quality Indicator: Play, learning and developing

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 childminder demonstrated a very good understanding of how children develop and progress. They spoke confidently about how their qualification and training supported this knowledge and explained how they adapted experiences for different ages and stages. For example, younger children were offered sensory and play-based learning while older children were given more challenge and independence. During the inspection, children were engaged, curious and comfortable in their learning environment. The childminder used their knowledge of development effectively to support positive outcomes for children.

Children were well engaged in play throughout the inspection. Younger children played alongside each other and the childminder, who supported their play at floor level. Children made choices about what to play with for example, one child finished snack while another enjoyed building castles with magna-tiles at the table. In the playroom, children explored blocks and stacking cups, showing enjoyment as they built and knocked down towers. Outdoor experiences were also valued, with children talking about animals they had seen on walks. Children were engaged in meaningful and enjoyable play experiences.

Language, literacy and numeracy were very well supported within the setting. A range of books, mark-making materials, games and puzzles were available, and older children confidently accessed their own resources. The childminder supported learning naturally through play, modelling language and repeating words, particularly when exploring colours, shapes and counting with magna-tiles. Songs and rhymes were used throughout the day, helping younger children join in using actions and sounds. Children were clearly developing early communication skills. The childminder effectively promoted learning through everyday interactions and play.

Interactions between the childminder and children were warm and responsive. The childminder showed skill in extending play in ways suited to each child. For example, when a child sought attention during snack time, the childminder responded with eye contact and playful interaction, reassuring the child. During play, they repeated children's words and introduced simple counting, supporting learning in a natural way. These interactions helped children feel valued and supported their confidence. The quality of interactions had a positive impact on children's wellbeing and development.

Planning within the setting was both intentional and responsive. The childminder planned activities around themes such as seasons while also following children's interests. For example, they supported a child over time to develop confidence in riding a scooter. This showed a commitment to building skills at the child's pace. Plans were in place to introduce a floor book to record and reflect on children's experiences, helping to include their voices. Planning was flexible and supported meaningful learning opportunities.

The childminder used observations and communication well to support partnership with parents. Daily diaries were shared for younger children, along with photos which parents valued. Observations clearly showed children's progress and were used to create six-monthly reviews where parents contributed to next steps. Newsletters also helped parents understand the learning taking place. The childminder recognised the need to share more for older children. Communication and observation systems supported strong and positive partnerships with families.

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 childminder was very warm and responsive in their interactions with children. Strong bonds were evident, with children seeking out comfort and reassurance when needed. For example, a young child climbed onto the childminder's knee for a cuddle while they were playing on the floor, showing a clear sense of trust. The childminder was quick to respond to children's cues and emotions. For example, when a child became upset, they immediately offered comfort and support. These caring and attentive interactions helped children feel secure.

Transitions throughout the day were calm and well managed. The childminder spoke naturally with children about what would happen next, helping them feel prepared. For example, during snack time, they discussed the next activity, and before lunch they gently reminded children it was time to start thinking about eating. Children were encouraged to tidy up before moving on, and they particularly enjoyed sorting coloured foam blocks into a bag and zipping it closed. These approaches supported children's understanding of routines. Transitions were smooth and helped children feel confident and involved.

Children were very familiar with daily routines, which supported their independence and sense of security. They knew to wash their hands before snack, with one child confidently showing how the tap worked and describing the warm water. Children also reminded the childminder to wash their hands after a nappy change, showing a strong awareness of hygiene practices. These consistent routines helped children understand expectations and take part in their own care. Routines were well established and promoted both independence and wellbeing.

The childminder demonstrated a very good understanding of safety and child protection. Clear policies were in place, including procedures for administering medication when required, although no children currently required this. The childminder spoke confidently about safeguarding responsibilities and understood the importance of maintaining chronologies where needed. This knowledge ensured that children were protected and cared for appropriately.

Mealtimes were relaxed and sociable experiences for children. They sat together, encouraging conversation and social skills, while the childminder ensured they were well supervised. Children were offered nutritious snacks and meals, such as fruit prepared safely and home-cooked dishes like mild chilli con carne. Water was available throughout the day, supporting healthy habits. While the childminder set the table and followed good practice, there were opportunities to further develop children's independence, which had already been identified as an area for improvement. Mealtimes supported children's health and wellbeing, with some scope to build independence further.

Personal planning supported children's individual needs and strong partnerships with families. Personal plans were created with input from parents and included important information about each child. Older children contributed to their "all about me" sections at six-monthly reviews, sharing their interests, which supported planning. The childminder knew the children and families very well, and parents spoke highly of the care provided, describing it as supportive and reassuring. Feedback showed that children were happy and comfortable in the setting. Overall, effective communication and personalised care resulted in very positive outcomes for children and families.

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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Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

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