# Giggles and More Breakfast and After School Club
# Day Care of Children

Dechmont Memorial Community Education Centre
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Broxburn
EH52 6LJ

Telephone: 07455664311

**Type of inspection:**
Announced (short notice)

**Completed on:**
26 June 2026

**Service provided by:**
Giggles and More Ltd

**Service provider number:**
SP2024000193

**Service no:**
CS2025000374

## About the service

Giggles and More Breakfast and After School Club is a daycare of children service registered to provide care to a maximum of 43 school aged children before and after school. On Wednesdays and during the school holidays, the service can provide care to a maximum of 24 school aged children. At the time of the inspection the breakfast club was not operating.

The service provides care in a community facility in Dechmont, West Lothian. When registered to care for 43 children, the service has exclusive access to two large rooms, the kitchen and toilets. When registered to care for 24 children, it has one room and shared access to the kitchen and toilets. The service does not have their own outdoor space and are registered with the condition that children must have access to outdoor play at all times. There are local parks and outdoor spaces where this can be provided.

The provider of the service is also the provider and manager of Giggles and More Childcare Services.

## About the inspection

This was a short notice announced inspection, which took place on Monday 22 June 2026 between 16:00 and 17:15 and Wednesday 24 June 2026 between 14:20 and 18:00. We gave feedback to the service on Friday 26 June 2026. At the time of the inspection, there was one child attending the service. 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 information, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- spoke with one child using the service
- received feedback from one family
- spoke with staff and management
- 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 under the relevant quality indicators.

## Key messages

- Children felt safe, relaxed and valued through warm relationships with staff.
- Children benefited from safe spaces that supported play, choice and independence.
- Children were supported to lead their own play and follow their individual interests. There was scope for staff to strengthen their understanding of play and child development.
- Quality assurance processes had improved and were beginning to have a positive impact. These should now be further developed and embedded.
- Recruitment practices had been developed to ensure that staff did not start working before suitable checks had been completed. Further work is needed to strengthen the checks to consistently keep children safe.

## 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 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 3 - Satisfactory / Adequate

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

**Leadership and management of staff and resources**

The service had clear vision, values and aims. Staff understood these and used them to guide their day-to-day practice. Children and families would benefit from being involved in reviewing them to help ensure the service reflects what matters most and supports a shared vision.

The manager had started to develop quality assurance processes, and these were beginning to positively influence practice. Although these systems were in place, they were not yet embedded to support consistent, measurable improvements in children's experiences and outcomes. The service should introduce more structured auditing and monitoring, including observations of staff practice, to support staff reflection and continuous professional development. Where monitoring had taken place, the service did not always follow up actions to identify if changes led to improvement. As a result, children did not always experience improved outcomes or sustained improvements. An area for improvement made at the last inspection has not been fully addressed and is continued in this report. (See area for improvement 1 under 'What the service has done to meet any areas for improvement we made at or since the last inspection').

The manager used self-evaluation to identify key strengths and areas for improvement, which informed aspects of the improvement plan. Children, families and the wider staff team would benefit from having a more active role in reviewing the improvement priorities and reflecting on progress. This would promote a shared understanding of how planned improvements make a positive difference to children's experiences and outcomes.

Safe recruitment processes helped protect children and support their wellbeing by ensuring staff were suitable for their roles. The service should strengthen some recruitment checks, such as obtaining more detailed references, to provide greater assurance that safer recruitment decisions are consistently robust and reliable. (See area for improvement 1).

The service had induction processes in place, and staff told us they felt welcomed and supported when they started their roles. However, the current approach gave staff limited opportunities for deeper learning to help them feel fully confident. We suggested that the service develop the induction process using the 'National Induction Resource' to support a more consistent and reflective approach. An area for improvement made at the last inspection has not been fully addressed and is continued in this report. (See area for improvement 2 under 'What the service has done to meet any areas for improvement we made at or since the last inspection').

### Areas for improvement

1. To promote children's safety, recruitment processes should be further developed in line with national guidance.

This should include but is not limited to:

- ensuring that references are consistently providing robust reliable information
- current addresses are validated.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS) which state that: "I am confident that people who support and care for me have been appropriately and safely recruited." (HSCS 4.24).

## Children thrive and develop in quality spaces 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.

**Children experience high quality spaces**

Children experienced a safe, secure and well-maintained environment. This meant they felt comfortable and confident to move independently around the space. Within the indoor environment, children had access to spacious play areas that supported a range of activities. One room provided opportunities for more focused, creative play, while the larger hall enabled energetic, physical play. This balance of space allowed children to follow their interests and supported both active and quieter experiences.

Children accessed a range of resources, and staff responded appropriately to their interests and choices. The variety of materials available supported different types of play and maintained children's engagement. There was scope to continue developing the range and quality of resources to provide increased challenge, stimulation and depth to children's experiences.

Children had daily opportunities to play outdoors. Although the outdoor area was not directly accessible from the main play space, staff ensured that children were able to choose where they wished to play. The child told us they could go to the park if they wanted to. This approach promoted children's independence and supported their involvement in decision-making about their day.

The environment was clean, tidy and well organised, supporting effective infection prevention and control practices and contributing to children's health and wellbeing. Staff could strengthen hand hygiene practices by ensuring children washed their hands after eating.

Staff demonstrated a clear awareness of their responsibilities for keeping children safe. For example, they organised and managed school collection arrangements effectively. This helped children to feel reassured and supported during transitions. Further consideration could be given to developing guidance to support all staff to make consistent decisions around safe collections.

## 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 child experienced positive, warm and engaging interactions with staff, which supported them to feel relaxed, safe and confident in their environment. Staff were cheerful and responsive in their approach which contributed to a nurturing atmosphere.

The child was supported to lead their own play and follow their individual interests, including activities such as playing football. Staff responded appropriately to the child's ideas, which promoted independence and encouraged them to explore what was important to them. They benefited from a range of play opportunities, including active and creative experiences. Resources reflected their current interests which supported their curiosity and sustained their engagement in play. The service could further develop resources and play spaces to provide greater challenge, stimulation and richer play experiences.

Staff knowledge and confidence varied across the team, which meant that children may experience inconsistencies in the quality of play. Children would benefit from staff strengthening their understanding of play and child development to support them to confidently and consistently support high-quality play experiences. An area for improvement made at the last inspection has not been fully addressed and is continued in this report. (See area for improvement 5 under 'What the service has done to meet any areas for improvement we made at or since the last inspection').

Staff had begun to use observations of play to inform planning and identify goals. This was a positive development, however, a large number of goals had been identified, many of which were not easily measurable. To enable staff to provide more focused and effective support, they should consider identifying a smaller number of clear, meaningful and achievable goals.

## Children are supported to achieve — 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.

### Nurturing care and support

The child was happy, relaxed and well cared for throughout the session. They told us they liked coming to the club. Staff knew the child well, which supported them to feel secure and confident in the environment. Warm, positive relationships were evident, with fun and laughter shared between the child and staff. The child was offered choices in relation to their care, play and learning and these were respected by staff. Staff responded with kindness which contributed to a nurturing environment where the child felt valued.

The child's personal plan reflected their current needs, interests and preferences. Staff demonstrated a good understanding of the strategies in place to support the child, which contributed positively to their health and wellbeing. Families had opportunities to review the personal plan, which helped to ensure that information remained up to date and relevant. Children would benefit from being actively involved in developing and reviewing their own personal plan to give them ownership and responsibility.

Staff managed the transition from school to the service calmly and effectively. They took time to chat with the child, discussing their day and their plans for the session ahead. This approach created a relaxed and positive start, supporting the child to settle comfortably into the environment.

Snack time was a relaxed and social experience. Staff sat alongside the child, encouraging conversation and supporting independence. Fresh drinking water was readily available throughout the session, promoting good hydration. Staff used aprons and gloves during snack time, which supported safe hygiene practices. We discussed ways to promote a more relaxed, homely snack experience. For example, supporting effective handwashing routines in place of gloves could maintain hygiene while enhancing children's comfort.

Families were warmly welcomed at collection times and were given opportunities to speak with staff about their child's day. Staff were building positive relationships with families. There was scope to develop this further, by introducing additional ways to gather feedback and encourage family involvement.

## What the service has done to meet any requirements we made at or since the last inspection

### Requirements

**Requirement 1**

By 31 March 2026 to ensure that children are safe and protected, the provider must ensure recruitment practices are safe and effective.

To do this, the provider must, at a minimum:

a) ensure that all checks have been completed and are satisfactory before staff start working with children; and

b) records should be kept which show how decisions have been made to ensure that checks are satisfactory.

This is to comply with section 7(1)(b) of the Health and Care (Staffing)(Scotland) Act 2019. This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: "I am confident that people who support and care for me have been appropriately and safely recruited." (HSCS 4.24).

**This requirement was made on 21 November 2025.**

**Action taken on previous requirement**

Children were safe and protected as recruitment practices had improved. Checks had been completed before staff started working with children, and records had been kept to demonstrate how recruitment decisions had been made. There was scope to further strengthen processes around reference checks and validating current addresses. (See area for improvement 1 under 'Leadership').

This requirement has been met.

Met - within timescales

Requirement 2

By 30 April 2026, the provider must ensure staff are supported to develop the skills and knowledge needed to meet children's needs and keep them safe.

To do this, the provider must, at a minimum, ensure:

a) that there is always a qualified member of staff available to lead the teams practice and make decisions about providing safe and consistent care;

b) staff practice is monitored and supported through effective training, learning and development opportunities; and

c) staff practice improves through effective support and monitoring of practice.

This is to comply with section 7(1)(a)(b) of the Health and care (Staffing)(Scotland) Act 2019. This is to ensure that care and support is consistent with the Health and Social Care Standards which state that: "I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes." (HSCS, 3.14).

**This requirement was made on 21 November 2025.**

Action taken on previous requirement
Children were kept safe as staff had developed their skills and knowledge. There was always a qualified member of staff available, which helped to ensure children experienced safe and consistent care. Training had taken place to support staff to develop their knowledge and understanding to keep children safe. Monitoring was in the early stages and could be further developed to support ongoing improvement.
This requirement has been met.

Met - within timescales

Requirement 3

By 30 April 2026, the provider must become familiar with and implement the regulations and responsibilities of operating a daycare of children service.

To do this, the provider must, at a minimum:

a) become familiar with the Scottish Statutory Instruments SSI 210;

b) become familiar with 'A quality framework for daycare of children, childminding and school-aged childcare settings';

c) know what records registered services must keep and when notifications need to be made in line with guidance; and

d) ensure that the service is complying with the conditions detailed on their certificate of registration.

This is to comply with Regulation 7 (2)(c) (Fitness of managers) 2(c) of the Social Care and Social Work and Improvement Scotland (Requirements for Care Services) Regulation 2011 (SSI 2011/2010).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS), which state that: "I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes." (HSCS 3.14) and

"I use a service and organisation that are well led and managed." (HSCS 4.23).

This is to ensure staff skills and knowledge is consistent with the Care Inspectorate document, 'Early learning and childcare services: Guidance on records you must keep and notifications you must make.'

**This requirement was made on 21 November 2025.**

### Action taken on previous requirement

The provider had developed their knowledge of their role and responsibilities in relation to operating a daycare of children service. This included keeping records, making notifications and complying with the conditions of registration detailed on their registration certificate. This requirement has been met.

### Met - within timescales

## Requirement 4

By 1 March 2026, the provider must make proper provision for the health safety and wellbeing of children. To do this, the provider must demonstrate that there is a system in place to ensure the welfare and safety of all children when being collected from or taken to school and transported to and from the setting.

To do this, the provider must, at a minimum:

a) conduct a comprehensive review of existing policies and risk assessments to identify and address potential hazards, ensuring they are clear, understood and implemented by all staff

b) ensure that suitable checks and insurance are in place for the vehicles and drivers transporting children

c) demonstrate that all vehicles transporting children are road worthy

d) ensure appropriate arrangements are in place to collect children safely.

This is to comply with regulation 4(1)(a) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: "I am helped to feel safe and secure in my local community." (HSCS 3.25) and

"I experience high-quality care and support because people have the necessary information and resources." (HSCS 4.27).

**This requirement was made on 21 November 2025.**

### Action taken on previous requirement

Children were safely collected and transported from school. Risk assessments had been developed to support staff to reflect on how to keep children safe.

Staff understood potential risks and implemented measures to minimise these. Vehicles used to transport children were roadworthy and appropriate checks were in place. This requirement has been met.

### Met - within timescales

## 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**

To further develop the quality of the service and enhance outcomes for children, the provider should ensure that quality assurance processes, improvement planning and self-evaluation are developed and embedded. The processes should:

- reflect on current best practice guidance and national frameworks
- consult with and share outcomes with children and their families
- identify strengths and areas for improvements
- develop improvement plans with measurable outcomes
- have planned monitoring to ensure progress to support positive outcomes for children and families, formalise records around staff skills, training and support to drive improvement and monitor progress.

This is to ensure that care and support is consistent with 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).

**This area for improvement was made on 21 November 2025.**

### Action taken since then

Quality assurance processes were in place, and these were beginning to positively influence practice. Although these systems had been developed, they were not yet embedded to support consistent improvements in children's experiences and outcomes.

Self-evaluation had identified some strengths and areas for development; however, children, families and staff were not yet actively involved in setting priorities. Consultation with children and families was at an early stage and could be strengthened to better inform improvement.

Monitoring of staff practice was not yet planned or structured to assess skills, training needs or support required. Although support and supervision had begun, it was too early to assess its impact.

Staff practice varied, and opportunities were missed to reflect on best practice guidance, particularly high-quality play. This meant children may not yet experience consistently high-quality play and learning opportunities.

**This area for improvement has not been met.**

### Previous area for improvement 2

To further develop the quality of the service and enhance outcomes for children, the provider should develop the induction procedures to ensure that these assess and support the development of staff skills and knowledge.

Processes should ensure that staff are familiar with and following current policies and procedures in line with best practice. Further information should be developed to give clear guidance about expected practice to keep children safe and support them in providing high-quality play experiences. Where gaps in practice are identified, records should show how this has been shared with staff and how they have been supported to develop.

This is to ensure that care and support is consistent with Health and Social Care Standards (HSCS) which state that: "I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes." (HSCS 3.14).

**This area for improvement was made on 21 November 2025.**

#### Action taken since then

An induction process was in place and supported staff to understand their roles and responsibilities. This included information about daily routines, policies and procedures, which contributed to staff feeling prepared and able to support children's needs. There was scope to strengthen this process further, for example using the 'National Induction Resource' to help staff reflect more deeply on their practice and support their ongoing development. **This area for improvement has not been met.**

### Previous area for improvement 3

To ensure that all children have high-quality play opportunities to support them to have fun, learn and develop, the provider should ensure that there is a rich variety of play experiences on offer. This should include but is not limited to providing experiences which:

- are age appropriate
- provide opportunities to be creative
- are linked to children's interests

- provide appropriate challenge

- provide a variety of play types.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: "As a child, I have fun as I develop my skills in understanding, thinking, investigation and problem solving, including through imaginative play and storytelling' (HSCS 1.30) and

"As a child, my social and physical skills, confidence, self-esteem and creativity are developed through a balance of organised and freely chosen extended play, including using open-ended and natural materials." (HSCS 1.31).

**This area for improvement was made on 21 November 2025.**

### Action taken since then

The child experienced a variety of play opportunities that were appropriate to their stage of development. These experiences offered the right level of challenge, encouraged creativity and reflected their interests. As a result, they were engaged in play, motivated and able to explore their ideas in meaningful ways. The provider should continue to monitor this as more children attend the service, to ensure this is consistently offered for all children. **This area for improvement has been met.**

## Previous area for improvement 4

To ensure that all children have high-quality play opportunities to support them to have fun, be physically active, learn and develop, the provider should ensure that experiences are planned to include daily outdoor play experiences in line with their conditions of registration.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: "As a child, I play outdoors every day and regularly explore a natural environment." (HSCS 1.32).

**This area for improvement was made on 21 November 2025.**

### Action taken since then

Children were offered opportunities to play outside, giving them access to fresh air, connect with nature and experience active play. These opportunities supported children to be creative, explore the world around them and engage in meaningful play that reflected their interests. **This area for improvement has been met.**

## Previous area for improvement 5

To ensure that children have high-quality experiences at the service, the provider should support staff development to ensure that staff have the knowledge and skills to support high-quality play and learning.

This should include but is not limited to:

- supporting staff to learn about child development

- supporting staff to access training which will help them to develop their skills and knowledge of quality play

- staff becoming familiar with current best practice guidance for play, to help them to develop the experiences offered.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: "I can direct my own play and activities in the way that I choose, and freely access a wide range of experiences and resources suitable to my age and stage, which stimulate my natural curiosity, learning and creativity." (HSCS 2.27) and

"I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes." (3.14).

**This area for improvement was made on 21 November 2025.**

### Action taken since then

Staff were developing their knowledge and skills to support high-quality play and learning experiences. This was at different stages across the team, and some staff had identified this as an area they wanted to strengthen. Staff should continue to build their confidence and understanding, to enhance the quality and consistency of children's play experiences. **This area for improvement has not been met.**

## Previous area for improvement 6

To promote children's overall wellbeing, personal planning should be further developed to ensure that all children are supported to achieve their full potential.

This should include but is not limited to:

- ensuring that all individual needs are detailed
- developing a system to record significant information
- developing a system to track and share any concerns
- sharing strategies used to support individuals
- developing a process to review information with families in line with legislative requirements
- using all of this information to support children to reach their full potential.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: "My personal plan (sometimes referred to as my care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices" (HSCS 1.14) and

"My care and support meets my needs and is right for me." (HSCS 1.19).

**This area for improvement was made on 21 November 2025.**

### Action taken since then

Personal plans were in place and supported staff to meet children's individual needs. They included information about children's preferences, routines and interests. Staff used this information to respond to children's needs in a consistent and nurturing way. This helped children to feel settled and confident.

Plans were reviewed with families, helping to ensure information was current and continued to reflect what each child needed to ensure they were well supported. **This area for improvement has been met.**

### Previous area for improvement 7

To promote children's overall safety and wellbeing systems to support the protection of children, should be further developed.

This should include but is not limited to:

- ensuring that all staff are familiar with and follow organisational and national child protection policies
- keeping records which support them to ensure that patterns and concerns can be identified, details are clear, when actions are taken progress is monitored
- making referrals to lead agencies as soon as they are aware of any concern.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: "I am protected from harm, neglect, abuse, bullying and exploitation by people who have a clear understanding of their responsibilities." (HSCS 3.20).

**This area for improvement was made on 21 November 2025.**

#### Action taken since then

Staff were familiar with the service's child protection policies and understood how to respond if they had any safeguarding concerns, including when and how to make referrals to lead agencies. This meant that children were protected by adults who were confident in their responsibilities and able to take prompt action to keep them safe. **This area for improvement has been met.**

## Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.scot.

## Detailed evaluations

| Leadership | 3 - Satisfactory / Adequate |
|---|---|
| Leadership and management of staff and resources | 3 - Satisfactory / Adequate |

| 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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