

# Jamieson, Lorna Child Minding

Greenock

**Type of inspection:**  
Unannounced

**Completed on:**  
8 December 2025

**Service provided by:**  
Lorna Jamieson

**Service provider number:**  
SP2006956713

**Service no:**  
CS2006115887

## About the service

Lorna Jamieson was previously registered with the Care Commission and transferred her registration to the Care Inspectorate on 1 April 2011. Lorna is registered to care for a maximum of 6 children at any one time under the age of 16, of whom a maximum of 6 will be under 12, of whom no more than 3 are not yet attending primary school and of whom no more than 1 is under 12 months. Numbers are inclusive of children of the childminder's family.

The service is provided from the childminder's home within a residential area in Inverclyde. The areas used to provide the service are the living room, dining room/kitchen which leads directly into a large family room. Children also have direct access to the fully enclosed garden.

## About the inspection

This was an unannounced inspection which took place on 04 November 2025 between 9:30 and 12:30. 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, registration information, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- observed children in the care of the childminder
- reviewed comments made by eight parents who use the service
- observed practice and daily experiences for children
- assessed core assurances, including the physical environment
- 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.

During this inspection we gathered specific information to help us understand more about how services support children's safety, wellbeing and engagement in their play and learning. This included reviewing the following aspects:

- safety of the physical environment, indoors and outdoors
- the quality of personal plans and how well children's needs are being met
- children's engagement with the experiences provided in their setting.

This information will be anonymised and analysed to help inform our future work with services.

## Key messages

- The childminder had clear values that created a safe, friendly environment where children felt happy and included.
- Self evaluation practices would benefit from being further developed and embedded.
- The childminder planned activities based on children's interests and developmental milestones, helping them learn in ways that were meaningful.
- Children experienced warm, caring relationships that helped them feel loved, secure, and respected.
- Strong communication with parents supported trust between home and 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 key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

The childminder had a clear vision, values, and aims in place. These had been updated within the last two years. The aim of 'creating a safe and friendly atmosphere where children could have fun and feel included' was evident in interactions. Children were happy and comfortable and they enjoyed spending time and playing with the childminder. This helped children experience care that promoted their wellbeing and enjoyment. We asked the childminder to consider consulting with current children and families in future reviews. This would ensure their views were taken into account and ensure the aims remain relevant and reflect their aspirations.

The childminder was at the early stage of developing and embedding self-evaluation processes. They were aware of the Care Inspectorate's 'A quality improvement framework for the early learning and childcare sectors: childminding' and had started using it to reflect on practice. A traffic light system was in place to support the childminder to assess what was working well and identify where improvements could be made. Where the childminder had identified areas to improve or develop, it was not clear how and when they planned to take this forward. We discussed with the childminder how developing an action plan and reviewing its impact would further strengthen continuous improvement.

Feedback from families and children was gathered both informally and formally. Questionnaires were issued annually, and the childminder told us that if parents made any suggestions for improvement, this would be taken forward. We discussed with the childminder other ways to gather more meaningful feedback, for example, online surveys or visual prompts for children. This would enhance opportunities for wider input. The childminder consulted with children daily, asking what experience and activities they would like to do and involved them in decisions about buying toys and resources. This supported children's choice and helped them feel valued.

The childminder had built positive relationships with other childminders in the local area and used these connections to share ideas and improve practice. This networking supported professional development and helped maintain a good standard of care.

## Children play and learn 4 - Good

### Quality indicator: Playing, learning and developing

We evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Children were happy, confident, and actively engaged in play. During the inspection, children smiled, chatted, and invited the childminder to join their activities, such as reading stories and exploring a touch-and-feel book. This demonstrated strong, trusting relationships and contributed to a secure, relaxed atmosphere where children enjoyed their time.

Children were encouraged to lead their own play and were offered choice and variety throughout the day. Resources were appropriate for their age and stage of development, and the childminder considered individual interests when planning the environment. For example, a child with a keen interest in shapes had access to a shape sorter, supporting learning in a way that was meaningful to them. This approach helped children feel valued and promoted independence.

There were opportunities for children to develop early literacy and numeracy skills. Resources to encourage problem solving supported children's understanding of size and shape, while books and puppets encouraged language development. During our visit, children enjoyed listening to stories and interacting with books, which promoted communication and early literacy.

The childminder was familiar with best practice guidance, such as Realising the Ambition, and applied this when considering the spaces for children. For example, resources were placed at children's level to encourage independence and choice. While the childminder knew the children well, the approach to observation and assessment could have been strengthened. More detailed and consistent observations would have supported clearer planning and helped track children's progress over time. The childminder acknowledged this during the inspection and was receptive to suggestions for improvement.

Parental involvement in learning was encouraged and the childminder used WhatsApp to share photos and videos of children's experiences with parents throughout the day. One parent told us: "[The childminder] always keeps me up to date with all the learning and developments with my child". Parents also shared photographs of children taking part in experiences at home. This collaborative approach strengthened links between home and the service, supporting continuity in children's learning.

Positive community connections provided children with opportunities to interact with others and take part in varied experiences. For example the childminder told us the children attend different local classes each week. These included sensory classes and soft play sessions. As a result children's learning was enriched.

## Children are supported to achieve 5 - Very Good

### Quality indicator: Nurturing care and support

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

The childminder provided warm, nurturing care that supported children's emotional wellbeing. Relationships were positive and respectful, and the childminder's calm and reassuring manner helped children feel loved and secure. During the inspection, children sought comfort and enjoyed cuddles, which demonstrated trust and strong attachments. One parent told us: "[The childminder] is so incredibly kind and caring with my child since my child has went to [childminder] their speech and learning is incredible." This contributed to a relaxed atmosphere where children felt safe and happy.

Interactions reflected an understanding of children's rights. For example, the childminder asked permission before wiping children's noses, promoting dignity and choice. One parent told us: "[The childminder] is fantastic they are brilliant with my little child and treats them so well." This respectful approach helped children feel valued and respected.

Personal plans were in place for each child and were completed within 28 days of starting the service. These plans were regularly reviewed and reflected children's individual needs and interests. They included some meaningful targets to support progress, and parents were consulted through informal discussions. However, these conversations were not always recorded, and targets were not consistently agreed in partnership with parents. Recording discussions and setting targets collaboratively would ensure plans remain current and relevant to children's development.

Parents provided meals and snacks, which were eaten together in the kitchen area. This created a relaxed, social experience for children and supported positive relationships. The childminder was aware of food allergies and promoted healthy eating, helping to keep children safe.

Medication procedures were in place. We asked the childminder to review Care Inspectorate guidance 'The management of medication in daycare of children and childminding settings' to ensure forms included all required information. This will ensure children continue to be cared for safely. Infection control processes were effective, ensuring children and families experienced an environment that was clean and well kept. The childminder promoted good hand washing routines and children were encouraged to wash their hands before mealtimes.

Communication with parents was a clear strength. Parents were welcomed into the setting and received regular updates about their child's day. One parent told us: "[The childminder] is always very welcoming and invites me into the home at drop off and pick up. [The childminder] gives good handovers and also keeps a notebook in my child's bag with timelines of food, sleep and personal care." This approach promoted trust and partnership working, ensuring parents were informed and involved in their child's care.

## 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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