

# Kids Klub Childminding Child Minding

Alloa

**Type of inspection:**  
Unannounced

**Completed on:**  
8 January 2026

**Service provided by:**  
Dawn Hogarth

**Service provider number:**  
SP2023001417

**Service no:**  
CS2024000035

## About the service

Kids Klub childminding is registered to provide a care service to a maximum of 6 children at any one time up to 16 years of age, of whom no more than 3 are not yet attending primary school and of whom no more than 1 is under 12 months. Numbers include the children of the childminder's family/household.

The service is provided from the childminder's home in a residential area of Alloa, Clackmannanshire. Local amenities include green spaces, schools, nurseries and parks. Children have access to the living room/play room, kitchen/dining room and the upstairs bathroom of the home. An enclosed garden to the rear of the home is also available.

## About the inspection

This was an unannounced inspection which took place on 08 January 2026 between 10:30 and 14:00. One inspector from the Care Inspectorate carried out the inspection. Feedback was shared with the childminder at the end of the inspection visit.

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.

In making our evaluations of the service we:

- spoke with the childminder
- spoke with children
- observed practice and daily life
- reviewed documents
- received feedback from three families.

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

- Robust self-evaluation and quality assurance resulted in continuous improvements and promoted positive outcomes for children and families.
- Professional development opportunities, including undertaking qualifications and further study, ensured that the childminder continued to build on their knowledge and skills.
- Families were actively involved through regular discussions, updates and feedback opportunities. This helped to enhance children's experiences and keep families included in their child's care.
- The childminder takes an active leadership role in the local childminding community, supporting collaboration, networking, and shared learning to improve outcomes for children.
- Children experienced a safe, homely and welcoming setting that supported their wellbeing and comfort. Thoughtfully designed spaces provided a variety of experiences and allowed children to lead play independently.
- The childminder demonstrated a strong understanding of child development. This helped them to plan play and learning based on children's interests and needs.
- Observations and effective assessments supported meaningful planning. This meant that children received appropriate challenge and support, helping them to make good progress.
- Children experienced compassionate and respectful care. Gentle and warm approaches helped them to feel safe and secure.

## 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	5 - Very 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 5 – Very Good

### Quality indicator: Leadership and management of staff and resources

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's vision to create a nurturing, inclusive environment where children feel safe and valued was evident in their practice. They valued building strong relationships with children and families, implementing child-led approaches and continuously making improvements to their service. This meant that they were always striving to provide high quality care that met the needs of children and families.

Approaches to self-evaluation and quality assurance had been well-considered and embedded. A range of evaluation tools helped the childminder to assess the quality of the service and create meaningful action plans to support and drive change. As a result, children and families experienced a service where improvements were sustained and contributed to high-quality outcomes.

Engagement with families included a range of strategies, which supported them to be involved and included. Families were warmly welcomed into the service to engage in discussions and provided with regular play and learning updates. This helped to build relationships and keep families informed about their child's experiences. One family told us, "[The childminder] always makes time and welcomes you into the home". Opportunities for families to feedback on the care provided and evaluate the service allowed them to inform change.

The childminder was highly proactive in developing their skills and knowledge. They held a professional early learning and childcare qualification and were undertaking a further qualification. This meant that high-quality care was informed by a strong understanding of early learning legislation, guidance and policy. Training plans highlighted a commitment to ongoing practice development. Training reflections helped to identify the impact learning had on outcomes for children and helped to inform future training and professional development plans.

The childminder contributed to developments within the childminding community through their leadership role within a local community group. Working collaboratively with colleagues, initiatives were being developed to support networking opportunities, share learning and offer peer support to local childminders. This demonstrated a commitment to leadership within the community and enhancing outcomes for children.

## 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.

Children experienced a welcoming, homely environment that supported their wellbeing and comfort. Displays of photographs, artwork, and family information boards gave children a sense of ownership and belonging. This created an inclusive atmosphere where children and families felt valued and respected.

The playroom layout enabled children to move freely and explore in a safe environment. Thoughtfully designed spaces supported a range of play experiences, including a cosy nook for quieter activities, which promoted emotional wellbeing and helped children develop self-regulation skills. Accessible storage empowered children to make independent choices and lead their own learning. Children demonstrated confidence and a strong sense of security within the childminder's home. One family told us, "I cannot praise [the childminder] enough. They provide my child with a place where they feel safe and welcome, where learning is fun".

The childminder provided a safe and well-maintained environment. Robust risk assessments for all areas, including indoors, outdoors, and outings, were regularly updated to maintain safety. The childminder used their knowledge of the Care Inspectorate's 'Keeping children safe - look, think, act campaign (SIMOA)' to involve children in developing their awareness of risk and keeping safe. Through songs and role play activities, children developed practical safety awareness in a fun and age-appropriate way, building skills to keep themselves safe.

Effective infection prevention and control (IPC) practices ensured a clean, hygienic environment that supported children's health and wellbeing. Reflective approaches to nappy changing enabled the childminder to meet care needs while maintaining privacy and dignity. Personal care routines were delivered in a nurturing and respectful way, promoting children's comfort and emotional security.

Children experienced a wide range of outdoor activities that encouraged exploration, physical exercise, and active learning. Regular outings strengthened their connection to the local community and the world around them. Opportunities to meet friends and interact with children from other settings supported the development of friendships and enhanced social skills.

## Children play and learn 5 - Very Good

### Quality indicator: Playing, 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.

Children were observed to be highly engaged in their play and learning during our visit. They had opportunities to explore their interests through a wide range of quality experiences. The calm, unhurried pace of the day allowed children time to explore their ideas and make choices. The childminder demonstrated a strong understanding of how children develop and learn. This helped to plan play and learning in a responsive way, considering children's interests and needs. Experiences were informed by children's ideas and current interests, which made them motivating and fun.

Observations of children's achievements and effective assessments of their progress helped the childminder to plan experiences in a meaningful way. By promoting a responsive approach, children were developing a wide range of skills and knowledge. This ensured that children received appropriate challenge and support, helping them make good progress across developmental areas.

Families were included in their child's learning through the sharing of observations and floor books, ensuring they remain informed and engaged in their child's experiences. Families were encouraged to contribute home experiences and provide comments on their child's learning, strengthening continuity between home and the setting. "Wow moments" were used to capture significant achievements and provided the opportunity for families to share in and celebrate children's successes.

Interactions were consistently caring, responsive, and well-paced. The childminder had a good awareness of children's non-verbal cues, such as gestures and facial expressions. This meant that if children were unable to communicate verbally, their needs were still recognised and responded to. This ensured that children felt listened to and understood. Children had time to process and respond, creating a relaxed and supportive environment that nurtured confidence and supported language development.

## 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.

Children were settled and relaxed in the service. They were confident around the childminder and within the environment. The childminder provided gentle and compassionate care, supporting children's emotional wellbeing with cuddles and warm interactions. Children were observed smiling and laughing. This showed that they were happy, secure and felt safe.

Personal plans were in place for all children. Plans were detailed and captured each child's key information, including health and wellbeing needs, family preferences and children's wishes. Plans were developed in partnership with families. This contributed to a continuity of care and support between the child's home and the service, and helped the childminder plan care in response to children's current needs.

Mealtimes were relaxed and sociable. The childminder joined children at the table to offer help with eating and use the time to promote discussions. This meant that children were supported with self-help skills, developing healthy eating habits and had opportunities to build on communication skills. Food choices were planned with families to account for their preferences and to provide nutritious options. 'Setting the Table' guidance was used to support mealtime planning which was shared with families. This helped to promote a shared understanding of healthy and balanced meals.

The childminder planned transitions with sensitivity, considering the needs of children and families. Transitions and routines were carefully planned in partnership with parents and reassurance provided through regular updates. This ensured families were well-informed, and key information was shared to support decision-making. As a result, children felt safe and secure during transitions, and families experienced greater trust and confidence in the care provided.

## 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	5 - Very Good
Leadership and management of staff and resources	5 - Very 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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