

The Little Heroes Child Minding

Glasgow

Type of inspection:
Unannounced

Completed on:
3 February 2026

Service provided by:
Hassina Djabali

Service provider number:
SP2023000458

Service no:
CS2024000096

About the service

The childminder provides the service from their family home in the Victoria Park area of Glasgow.

The childminder is registered to care for a maximum of four children at any one time up to 16 years of age, of whom no more than one is not yet of an age to attend primary school and of whom no more than one is under 12 months. At the time of the inspection there was one child being cared for on day one and one child on day two of the inspection. Children have access to the living room, kitchen and toilet.

The service is well situated, with easy access to nearby schools, shops, parks, public transport and other community facilities.

About the inspection

This was an unannounced inspection which took place on 2 and 3 February 2026. 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 the children attending the service
- Reviewed feedback from two parents and carers whose children attend the service
- Observed practice and the childminders interactions with children
- Reviewed documents
- Spoke with the childminder.

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 benefited from a childminder who was committed to developing their skills and knowledge through their engagement with professional development opportunities.
- The childminder should continue to build on self-evaluation and improvement planning for their service.
- Children's overall development was supported through daily exploration of the local and wider community.
- Children were cared for in a warm, welcoming and homely environment.
- Children accessed a variety of resources that supported their play, learning and development.
- The childminder had developed strong relationships with children and families.
- The childminder interacted with the children in a caring, warm and loving manner.

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	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 was new to the role and, since registration, had developed and put in place effective systems that supported children's care, play and learning. Throughout the inspection, they engaged positively and demonstrated commitment and motivation to improve their service. This contributed to children experiencing consistent care and a developing service that supported positive outcomes for them.

The childminder had set clear aims and objectives for the service and shared these with families when they joined. These values were evident in the practice we observed. Children were cared for in a warm, nurturing and friendly environment where their individual needs were recognised and respected. This supported children to feel secure, valued and confident in the setting.

The childminder was a member of the Scottish Childminding Association, (SCMA) an organisation which provided training and guidance to support good practice. They used key documents such as enrolment forms, accident records and development review forms effectively in their daily work. This helped them organise children's care well and supported consistent, safe and responsive experiences that benefited children's play, learning and wellbeing.

The childminder had made a positive start to self evaluation and had identified areas for improvement. This included increasing resources and developing their knowledge of child development. They had also recognised the importance of planning around children's interests and had begun to set meaningful next steps for individual children and their learning. This reflective approach helped them build the foundations of continuous improvement. It supported better experiences for children through responsive and planned care and learning. We discussed with the childminder that involving families and children would strengthen partnership working. This involvement would also support the development of a clear improvement plan.

The childminder had completed core training to build their skills and knowledge in early learning and childcare. They had undertaken courses in first aid, child protection and supporting family relationships, which strengthened their confidence and daily practice. The childminder had also begun a childcare qualification, demonstrating a positive commitment to further developing their skills. This ongoing learning helped them provide safer, more responsive and better informed care, which contributed to improved 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's health and wellbeing were supported within a bright, warm, clean, and well ventilated home environment. They had access to a spacious open plan living room, kitchen, and a toilet, and were free to move around and use these areas throughout their day. This access helped them make choices, stay comfortable and feel confident in the setting.

The childminder had created motivating play spaces that allowed children to reach and choose resources independently, which supported their confidence and decision making. The resources were clean, well maintained and suitable for a range of ages and abilities, particularly the two children attending. They reflected each child's stage of development whilst supporting their learning needs and interests. They provided safe, quality materials including blocks, puzzles, books and arts and crafts materials. These resources promoted creativity, early literacy and imaginative play, helping children develop key skills. We discussed with the childminder that continuing to add to her resources as the setting grows would further support children of different ages when they attend.

The childminder recognised the value of outdoor play and how it supported children's wellbeing, learning and development. Children had daily opportunities to explore both the local and wider community. They visited toddler groups, singing sessions, the local library, and enjoyed regular trips to nearby parks and green spaces and museums. These experiences offered fresh air, physical activity and real life learning, helping children build confidence, social skills and curiosity about the world around them.

Risk assessments were in place for all play spaces children used, and the childminder reviewed these monthly. They identified potential risks and set out the steps taken to reduce them, helping to keep children safe. We discussed with the childminder the importance of continuing to update her risk assessments whenever changes occurred, including responding to new risks in the community. This approach would continue to support children to explore their environment safely and with confidence.

Infection prevention and control measures were in place, which reduced the risk of infection for children using the service. The childminder supported children to develop good hygiene routines throughout their day. Children were encouraged to wash their hands before and after eating, after using the toilet and when moving from messy play to other activities. The childminder had completed Infection Prevention Control (IPC) training and demonstrated high levels of hygiene practice during the inspection. Their home was clean and well maintained, helping to create a safe and healthy environment for children.

The childminder was registered with the Information Commissioner's Office (ICO) and complied with relevant best practice guidance and legal requirements. They were well informed about their role and responsibilities and maintained effective and efficient record keeping systems. This supported the safe management of children's information and protected their privacy.

Children play and learn 4 - Good

Quality indicator: Playing, learning and development.

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 were happy and engaged in their play during the inspection. They spent extended periods exploring the resources, which supported their concentration and curiosity. The childminder respected their play choices and allowed them the time they needed to follow their interests. For example, one child remained absorbed in sensory play with kinetic sand and slime. The childminder added small animals and dinosaurs and joined in, hiding the figures to encourage problem solving and imaginative play. They responded sensitively to the child's cues, making the activity fun and inviting them to help find the toys. This supported their communication, confidence and engagement in shared play.

The childminder supported language development consistently during her interactions. They repeated words in both English and the children's first language, which helped children build their vocabulary and develop confidence using language. They also used English songs to extend learning and encourage children to practise new words. By speaking in the children's first language and then repeating phrases in English, the childminder strengthened their understanding and supported their progress in developing English as an additional language.

Personal plans included observations linked to the Getting it Right for Every Child (GIRFEC) wellbeing indicators, a national framework designed to ensure children received the right support at the right time. These observations showed progression in children's learning, and the childminder identified next steps through development plans that focused on development areas of numeracy and literacy. The childminder planned experiences using the observations and discussions with families, ensuring activities reflected each child's learning needs.

Planning for children was child centred, although intentional planning sometimes outweighed responsive planning. We discussed the importance of involving children more in the planning process, so their interests and ideas shaped their learning. Expanding planning and resources to cover a wider range of developmental areas would further support their likes and interests. We also shared that recording planning with the children could also help them feel valued and included in their play choices.

The childminder worked closely with families to shape the learning environment and encouraged them to be involved in planning for their children. She shared daily updates on the children's play, learning and development through a private social media platform. Parents commented "My son has learned a lot." and "I follow up with her, and he is learning, and I am kept informed." These updates kept families well informed about their child's day and allowed them to celebrate successes and achievements together, helping to strengthen relationships and promote continuity of learning.

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 warm, loving, and kind in her interactions with the children, which helped them feel safe and secure in her care. They responded consistently to their needs and followed their cues and wishes throughout the day. They had built strong, positive relationships with the children and used open, warm body language during the inspection. These approaches supported the children's emotional well being and helped them develop confidence and trust. Parents shared, "She raises my child well and he loves her very much," and "She is wonderful and my son is happy with her."

Children's privacy and dignity were respected through the personal care arrangements in place. The childminder supported children to use the toilet independently and made herself available when needed, which helped them feel safe and reassured. They also promoted independence by encouraging effective handwashing routines. These approaches helped children build confidence in managing their own care and supported the development of healthy personal habits.

Personal plans were in place for all children and included key details such as emergency contacts, GP information, routines, and dietary requirements. The information and next steps within them were clearly reflected in the childminder's practice. One child's plan highlighted the use of simple English words and specific resources to support language development, and this approach was evident during the visit. This demonstrated that the childminder knew the children well and used their plans effectively to shape daily experiences. Parents had been involved in creating and reviewing the plans, which helped keep the information relevant and accurate. This partnership supported children's learning and well being by ensuring their needs were understood and consistently met.

Mealtimes were calm, relaxed and unhurried. Children were offered a nutritious, well balanced meal that included fruit and vegetables, which supported healthy eating habits. The childminder planned meals with parents and tailored them to each child's preferences and dietary needs, helping children feel understood and well supported. They provided appropriately sized cutlery and plates, which encouraged independence and strengthened children's self help skills. The childminder sat with the children throughout the meal to supervise safely and join in conversations. This approach made mealtimes sociable and supported the development of children's language and communication skills.

Families had regular opportunities to discuss their child's progress, both informally through daily discussions and formally during personal plan reviews. This partnership approach supported children's well being and ensured their needs were understood and met consistently. They also offered pick ups and drop offs for families, which strengthened relationships and provided practical support. The childminder further supported strong connections by creating a warm and inviting environment shaped by the information and cultural backgrounds of the families using her service. They celebrated cultural events and respected family wishes, which helped children feel valued and connected to their identity.

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	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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