

# Rankin, Andrea Child Minding

Largs

**Type of inspection:**  
Unannounced

**Completed on:**  
24 February 2026

**Service provided by:**  
Andrea Rankin

**Service provider number:**  
SP2004931416

**Service no:**  
CS2004074444

## About the service

Andrea Rankin has been registered with the Care Inspectorate since 2004 to provide a childminding service. The childminder provided the service from their home which is situated in a residential area of Largs, North Ayrshire. The home is within easy distance of local amenities. Minded children mainly have access to the sitting room, and supervised access to the kitchen and front and rear garden.

The childminder worked in partnership with North Ayrshire Council to provide funded Early Learning and Childcare.

The childminder is registered to 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.

## About the inspection

This was an unannounced inspection which took place on 19 and 23 February 2026 between 09:30 and 13:00. 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 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.
- Observed practice and daily life.
- Reviewed documents.
- Received feedback from five parents/carers.

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's consistent and effective leadership helped create a warm, caring and well-organised service. This meant children experienced high-quality care, play and learning.
- Children and families were meaningfully involved in shaping the service, and effective self-'evaluation supported ongoing improvement and positive outcomes..
- Children experienced a wide range of enjoyable, engaging play opportunities that supported their learning, development and wellbeing.
- Planning and observations supported children's learning and involvement, and with some small adjustments, could show more clearly how children's interests shaped their experiences.
- Children experienced warm, nurturing care that supported their wellbeing, helped them feel secure, and promoted positive relationship.

## 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 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

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.

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

The childminder provided strong and consistent leadership, which supported a warm, nurturing and well organised service. Their positive relationships with families, along with a clear commitment to improvement, had contributed to high quality experiences and outcomes for children.

The childminder had a clear vision, values, and aims for the service. Although these had not been recently reviewed, the current vision was firmly embedded in day to day practice. For example, Children were happy, relaxed and having fun with the childminder and their friends during play and relationships were nurturing and respectful. The childminder recognised the importance of involving families and children in reviewing the vision of the service. This was identified within the childminder's improvement plan. This will ensure families continue to experience a service that is reflective of their needs and wishes.

Children and families benefitted from a culture where their views were valued and used to shape the service. Parents had been invited to complete questionnaires linked to the 'Getting it right for every child' wellbeing indicators, and the childminder had taken time to reflect on the feedback and consider changes. One parent commented: "The {childminder} welcomes feedback and we feel we can be completely honest with her. "Children had been consulted through a previous age appropriate questionnaire and through everyday choices, such as selecting activities, planning experiences, and choosing snacks. This approach supported children's rights to have a say and helped ensure experiences were responsive to their interests and developmental needs.

Self-evaluation processes and an improvement plan were in place. The childminder used self evaluation effectively to reflect on their practice and identify areas for development. They had recently started to use the Care Inspectorate 'A quality framework for the early years sectors: childminding and the Health and Social Care Standards', demonstrating a strong understanding of current expectations. We discussed how a more streamlined approach to paperwork would lessen duplication and support coherence. Where the childminder had identified areas for development within self-evaluation these were not always carried forward to form the improvement plan. For example, the childminder identified they would like to further enhance opportunities for parents to feedback, including digitally. However this was not a priority within the current improvement plan. The childminder agreed this would be beneficial and support continued sustained improvement.

The childminder had strong relationships with other local childminders and they regularly met. This provided the childminder opportunities to share knowledge and practice, supporting professional collaboration. As a result, this further strengthened the quality of the service and helped ensure children experienced the best possible care.

## Children play and learn 5 - Very Good

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.

### Quality Indicator: Playing, learning and developing

Children experienced warm, positive play and learning opportunities that supported their development. They were happy, engaged and having fun throughout the inspection, engaging in experiences including role play and mark making. The childminder provided a range of natural and open ended resources that were accessible and inviting. This encouraged children to explore, use their imagination and develop problem solving skills at their own pace. One parent told us: "My child is absolutely flourishing at [childminders]. They have gained confidence, enjoyed new experiences and made many friends."

Play spaces for children were well considered and childminder had taken account of some children's individual interests when setting out resources for children to choose from. For example, a few resources linked to children's preferences, such as building materials and dolls, were available and well used. One child told us: "I like playing in the garden, playing games and colouring. The [childminder] taught me how to play uno. She also takes us to the park. " Resources were stored in a way that supported children to choose. This meant children were included and involved in their play.

Planning was recorded through the use of floor-books. Photographs and group observations provided a helpful insight into the experiences children had taken part in. The childminder used these well to capture children's enjoyment and show the range of learning opportunities provided. When sampling the floor-books, we discussed that children's voices were not always clearly visible within some entries. At times, it was difficult to see whether certain experiences or topics had come directly from children's ideas or had been introduced by the childminder. Strengthening this link would further enhance already positive practice by showing more clearly how children influenced their own learning. The childminder was open and reflective during this discussion and recognised this as a helpful next step. This aligned well with the childminder's improvement priorities and their commitment to developing more child led, responsive planning.

Observations and assessments were in place and showed children's comments, achievements and shared learning experiences. These contributed well to the childminder's understanding of each child and supported positive outcomes. We discussed how building on this strong foundation, by making some observations more personalised and more clearly linked to children's individual targets, could further enhance the already good practice. More detailed evaluation of children's developing skills would support the identification of even more specific next steps in learning. The childminder was open to this and recognised the value of linking learning to national guidance, such as Realising the Ambition or Curriculum for Excellence, where appropriate. This would strengthen tracking and continue to support children's progression and development.

Children had opportunities to develop early literacy and numeracy skills through play. They accessed books, construction activities, role play and mark making materials. Digital experiences had been more limited and the childminder recognised this and planned to extend digital play opportunities to support children's skills in a balanced and developmentally appropriate way.

Children benefitted from regular outdoor play and time in the local community. They had daily access to the garden and enjoyed walks to the swing park, local shops and other nearby places. One parent told us: "My child loves to play in the [childminders] garden and enjoys outdoor access in all weather. The [childminder] has a variety of plants and flowers as well as bugs and insects to explore and the mud kitchen is a firm favourite as well as the hanging bar which is used by the children to evidence how tall they are getting when they can reach it on tiptoes or just standing!" These experiences offered children fresh air, physical activity and real life learning opportunities that supported their wellbeing.

## Children are supported to achieve 5 - Very Good

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.

### Quality Indicator - Nurturing care and support

Children experienced warm, nurturing care that supported their wellbeing and helped them feel safe, settled and valued. Throughout the inspection, children were relaxed and happy in the childminder's care. Interactions were kind, caring and respectful, creating a calm and trusting environment. Children were encouraged to be gentle with one another, share resources and develop positive social skills. This supported children to build friendships. One child told us: "I like making lots and lots of new friends. I like how the [childminder] is really funny and kind. I like making lots of art stuff and playing with all the toys and going outside."

The childminder had a good understanding children's rights and used respectful language in all interactions. For example, they asked children's permission before wiping their noses and offered choices during snack, including as asking if they would like breadsticks. This helped children feel respected and promoted their independence and decision making. Individual achievements, such as being kind, helpful or friendly, were noticed and celebrated. This supported children to feel valued.

Transitions were very well supported. Children were given time to finish what they were doing before moving to the next activity, such as snack or lunchtime. The childminder gave prior notice, used calm explanations, and supported children to tidy up at their own pace. Where children had blended placements, the childminder had strong relationships with the local nursery. They shared children's personal plan and communicated regularly, which helped ensure continuity of care and learning. This partnership working supported a collaborative approach to children's care and learning.

Personal planning was in place for all children and had been reviewed regularly in partnership with families. One parent commented: "I regularly receive emails to read over my child's personal plan and have the opportunity to review it with my child and make suggestions for new activities. The personal plan captures my child very well and highlights her achievements there." Plans clearly reflected children's needs, routines and targets and were reviewed every six months or sooner if needed. This helped to ensure information relating to children's care needs was current, allowing the correct level of support. To strengthen this further, ensuring children's progress and development were fully recorded during each care plan review would provide clearer evidence of development over time.

Mealtimes were calm, relaxed and unhurried. Children enjoyed sitting together and choosing items for their snack. Although the table size meant the childminder was not always seated directly beside them, they remained close by, engaging children in conversation and ensuring safety. Children spoke confidently about their experiences throughout the morning and enjoyed this social time. Snacks were healthy, and the childminder demonstrated a good understanding of the Setting the Table guidance.

Communication with families was effective. The childminder used a range of methods, including daily diaries for younger children, text message updates and regular conversations to ensure parents were informed and included. Families were welcomed into the setting if they wished to come in, helping to build strong, meaningful relationships.

## 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 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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