

Lorraine's Little Stars Childminding Child Minding

Alexandria

Type of inspection:
Announced (short notice)

Completed on:
19 February 2026

Service provided by:
Lorraine Duncan

Service provider number:
SP2009976293

Service no:
CS2009234704

About the service

Lorraine's Little Stars Childminding is registered to provide a care service to a maximum of six children at any one time under the age of 16 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 are inclusive of the children of the childminder's family. Eight children were registered with the service during our inspection.

The childminding service is located in the area of Alexandria, West Dunbartonshire. The service is close to local schools, parks and other amenities. Children are cared for in an open plan living and dining room, kitchen and downstairs bathroom. Children also have access to an enclosed front and rear garden on the property. The parts of the premises not to be used are the upstairs rooms.

About the inspection

This was a short announced inspection which took place on 19th February 2026 between 13:15 and 17:45. 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:

- Spoke with five children using the service and three of their family
- Gathered feedback from four families through online questionnaires
- Spoke with the childminder
- Observed practice and daily life
- 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 the core assurances.

As part of this inspection, we undertook a focus area. We have 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:

- Staff deployment
- 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 introduced quality assurance and self evaluation processes to support improvement in the service.
- The childminder should continue to access training to support continuous professional development.
- The childminder had a strong understanding of child development and offered effective, personalised support to meet each child's individual needs.
- Children experienced a well-balanced blend of planned and responsive play opportunities.
- Children experienced consistent warm, kind, nurturing care from the childminder.
- Children's wellbeing was well supported through the childminder's strong understanding of their individual needs.

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	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 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 demonstrated a strong commitment to providing a high-quality experience for children and families. Their vision, values and aims were communicated in a welcome handbook, helping families understand what they could expect from the service. The nurturing ethos of the setting was consistently evident and informed the childminder's positive, respectful interactions and effective communication with families. One parent told us the childminder is "kind and caring to the children".

A self-evaluation process, aligned with the quality improvement framework for early learning and childcare: childminding, had recently been introduced. Although this was at an early stage, it was supporting the childminder to identify strengths and areas for development, with actions recorded within an improvement plan. The childminder should continue to embed this reflective approach to strengthen ongoing improvement and help maintain the high standard of care.

The childminder actively sought and valued the views of children and families. A range of methods, including informal discussions and formal processes, such as issuing questionnaires at the settling in point, and at six months, were used to gather family's views and opinions. The childminder could demonstrate how this feedback had directly influenced changes within the service. We encouraged them to continue this collaborative approach to further enhance partnership working.

Quality assurance processes were being reintroduced to ensure practice remained aligned with national best practice guidance and relevant improvement frameworks. This included reviewing and updating policies and procedures. Some areas requiring action were identified, such as notifying the Care Inspectorate and completing safe person checks following the childminder's own child turning 16, and progressing registration with the Information Commissioner's Office due to the storage of personal data and images. These actions were promptly progressed following our visit. We also requested risk assessments and medication consent forms be reviewed to ensure accuracy and alignment with current guidance.

The childminder had engaged in a variety of training opportunities, both online and in person, and held up to date certification in enhanced child protection and first aid. This contributed to children's safety and wellbeing. The childminder had also undertaken professional reading to support their development. We encouraged ongoing engagement with THE HUB and wider training opportunities, alongside maintaining records of learning and its impact on practice. This reflective, evidence-based approach will continue to support delivery of a high-quality service grounded in national legislation, frameworks, and best practice.

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 happy and highly motivated as they explored a wide range of toys and materials, indoors and outdoors that promoted choice and independence, whilst they confidently led their own play. These rich experiences promoted choice, independence, and child led learning. During the visit, children demonstrated curiosity and sustained interest as they explored ice, used paintbrushes, and engaged with small world toys including trains, trucks, and cars. Outdoors, children interacted with loose parts and natural, open-ended materials, supporting creativity, problem-solving, and physical development. The childminder was responsive and interacted with the children very well, supporting their wellbeing and extending their learning.

Children experienced a well-balanced blend of planned and responsive play opportunities. Their engagement was evident during a range of sensory and creative experiences linked to Chinese New Year, which supported cultural learning and imagination. The childminder actively involved all children in planning experiences, helping them feel valued and promoting ownership of their learning. This enabled children to play and learn at their own pace. Older children were encouraged to support younger children during play which supported their social skills. This contributed to an inclusive and responsive mixed age environment where all children could thrive. One child told us "I like going on adventures with the childminder and my friends."

The childminder had a strong understanding of child development and offered effective, personalised support to meet each child's individual needs. Their knowledge and skill were reflected in the high-quality interactions and experiences observed, which enriched children's play, supported progress, and contributed to positive developmental outcomes. Parents told us the childminder "is so helpful and my child is just thriving attending."

Children's learning was recorded through photos, floor books, and progress updates, helping them reflect on their experiences and keeping parents well-informed. The childminder regularly observed children's play, linking their assessments to developmental milestones and the Curriculum for Excellence. This enabled them to recognise moments of achievement and plan for areas of development, which was then shared and discussed with families. These approaches ensured children received well-informed, tailored support that helped them make clear progress and achieve their next steps in partnership with their families. One parent told us the childminder "always keeps me involved and updated regarding my child's 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.

Children experienced consistent warm, kind, nurturing care from the childminder which fostered their wellbeing and made them feel welcomed and valued at the setting. The childminder responded sensitively to children's needs, offering praise, reassurance, and comfort when required. They demonstrated strong skills in interpreting both verbal and nonverbal cues, adapting their approach to support each child effectively. Children were engaging in activities linked to their emotions through stories, soft toys, and emotion face activities. This approach supported children to understand and manage their emotions in a sensitive and respectful manner. Parents told us the childminder was "amazing", "excellent", "attentive", "caring" and "Very nice".

Children's wellbeing was well supported through the childminder's strong understanding of their individual needs. 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 children and their families. Older children had completed all about me information with the childminder. This enabled children to be meaningfully involved in their care and play at the childminders supporting a child-centred, rights based approach.

Children experienced relaxed, unhurried, and sociable mealtimes which promoted healthy eating habits. Snacks were eaten at a small table, with the childminder sitting nearby to provide support and keep children safe from choking. Snacks offered were nutritious food choices in line with current guidance and chosen by children which supported them to be healthy. Water was available to ensure children remained hydrated. Children had opportunities to be involved in preparing and servicing their snack which helped them to develop life skills and independence. One parent told us "each meal is healthy, with a variety of fruits and veg, which my child happily eats".

Personal care was carried out safely and respectfully, maintaining children's dignity and comfort. The childminder followed good hygiene practices, using appropriate personal protective equipment (PPE) and encouraging children to wash their hands regularly. Children's health and wellbeing was promoted as the childminder stored and administer medication in line with best practice guidance.

The childminder was committed to delivering high-quality care for children and their families. Their welcoming and caring approach helped families feel comfortable and encouraged open communication. As a result of these positive connections and collaboration, children and families felt valued and cared for. Parents told us "I feel confident and comfortable enough that to talk to them about anything regarding my child".

We shared the Me, My Family and My Childcare Setting best practice guidance and asked the childminder to reflect on the current arrangements for parents dropping off and collecting their children at the door, to ensure these approaches continue to align with best practice guidance and families needs.

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 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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