

Karly Brann Child Minding

Larbert

Type of inspection:
Unannounced

Completed on:
12 March 2026

Service provided by:
Karly Brann

Service provider number:
SP2023000306

Service no:
CS2023000395

About the service

Karly Brann provides a childminding service from their detached property in Larbert. The childminder is registered to provide a care service for a maximum of six children up to 16 years of age. Numbers are inclusive of the childminder's family.

The service is close to local amenities, schools and parks. The children have access to the large open plan kitchen/lounge area, a dedicated playroom and bathroom facilities on the ground floor of the premises. There is a spacious, enclosed garden suitable for outdoor play at the side of the property.

About the inspection

This was an unannounced inspection which took place on 9 March 2026 between 15:15 and 18:30. 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 registration of the service.

In making our evaluations of the service we:

- spent time with three children in the service
- spoke with the childminder
- received three completed questionnaires from parents
- observed practice and children's experiences
- 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.

Key messages

- The childminder demonstrated a strong vision for the service that was clearly reflected in the warm, nurturing inclusive care offered. This ensured children were safe, respected and enabled to thrive across all developmental areas.
- The development of an improvement plan and quality assurance calendar demonstrated reflective leadership, strong ethos of collaboration with families and a commitment to long-term, sustained improvement.
- Children experienced a safe, well-maintained and thoughtfully planned home environment that promoted comfort, exploration and active play.
- Children benefited from engaging, child-led experiences that reflected their interests and pace of learning and sparked curiosity and imagination. As a result, children made good progress across early learning areas.
- The childminder's nurturing, attentive interactions and detailed observations helped identify clear next steps for each child, with plans to introduce more challenge and open-ended materials to further deepen learning and promote creativity and problem-solving.
- The childminder provided consistently nurturing and supportive care, using daily routines to build strong relationships, promote independence and help children feel safe, understood and confident in expressing their needs.
- Children's personal plans were detailed, regularly reviewed and created in partnership with families, ensuring care and support were tailored, meaningful and responsive.

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	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

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.

Quality indicator: Leadership and management of staff and resources

The childminder had a clear and well-defined vision for the service, which is to provide a warm, nurturing and inclusive home from home environment. There was a clear sense of commitment to creating a space where children felt safe, respected and supported to learn through play, explore their interests and develop essential life skills.

Each child was recognised as an individual with unique strengths, interests and developmental needs. This understanding informed the decision-making and planning processes and use of resources. Through positive relationships, meaningful experiences and a caring, well-organised environment, the childminder promoted children's emotional, social, physical and cognitive development. These values were consistently embedded in everyday practice and guided the way the service was led and managed. Their leadership approach ensured that the service's aims and values were reflected in daily interactions, routines and the overall quality of care and learning provided. A parent shared with us: "We really appreciate the engaging activities, the patience and the kindness shown every day."

To support ongoing development of the service, the childminder had begun to create an improvement plan. They had considered the areas of the service they wished to strengthen and identified several priorities for development. These included enriching the responsiveness of planning so that activities more closely followed children's emerging interests, building stronger and more regular communication with parents, and enhancing arrangements to support children through key transitions, such as starting or leaving the setting. This process demonstrated reflective leadership and a commitment to continuous learning.

The childminder also started developing a quality assurance calendar to help ensure that all aspects of the provision remain well-maintained and up-to-date. Establishing such practice demonstrates an emerging understanding of the importance of consistency, organisation and proactive monitoring within a high-quality childminding service. Embedding this structured approach would support regular reviews of practice, policies and the environment, helping the childminder sustain improvements over time.

During our discussion, we considered how improvement aims could be framed over a longer timescale to ensure changes are fully embedded and sustained. The childminder acknowledged the importance of setting targets that are realistic, achievable and meaningful, supporting improved outcomes for children.

To strengthen self-evaluation, involving parents and children in reviewing the identified priorities would help the childminder assess the impact of planned improvements. This feedback would support a clearer understanding of how any changes influence children's experiences, learning and overall wellbeing.

Children thrive and develop in quality spaces 4 - Good

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.

Quality indicator: Children experience high quality spaces

Children benefited from a home that was safe, secure and well-maintained. Indoor and outdoor spaces were thoughtfully arranged to support comfort, rest and active play. The childminder provided spacious areas that encouraged movement, exploration and more energetic play. The environment thoughtfully reflected the children's interests and needs, enabling them to make choices and influence their play experiences. This responsive approach supported children to feel included and valued within the setting.

A tree house, a climbing wall and a swing offered children positive opportunities for outdoor play, and the service demonstrated a commitment to further enhancing this. Plans were in place to extend the range of outdoor equipment, including the addition of a mud kitchen to enrich experiences for older children. The childminder also recognised the potential to improve the barked area so that it is fully suitable for babies' exploration and had identified this as a priority for development.

Risk assessments were in place and effectively promoted children's safety throughout the day. Strong infection prevention and control practices contributed to maintaining a clean, hygienic and healthy environment. This effectively supported children's wellbeing and reduced the risk of illness spreading.

There was a good variety of resources available to support children's play, offering them possibilities for exploration, creativity and following their interests. The range of materials promoted curiosity and sustained engagement across different types of play. To further enhance children's experiences, there was scope to introduce more opportunities for calculated, age-appropriate risk. This would strengthen children's confidence, physical development and problem-solving skills.

The childminder had also begun plans to embed the SIMOA (Safety, Inspect, Monitor, Observe, Act) campaign tools and related practice notes, which will contribute positively to how children engage with their environment.

All personal information was stored securely and handled confidentially. The childminder maintained appropriate records to support children's safety and wellbeing, demonstrating effective information management practices.

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

The childminder provided rich and meaningful experiences that supported children to be fully engaged in their learning. Children were encouraged to take the lead, with opportunities that reflected their interests and sparked imagination and curiosity. A parent told us: "There's a lot of fun activities and toys for [our child] to play and interact with ... We have seen such positive development from [our child] since [they] started."

The environment was thoughtfully planned to inspire exploration and supported children to follow their own ideas. The childminder ensured that each child learned at a pace that suited them and offered a variety of ways for children to express their views, preferences and ideas, helping them develop confidence and a sense of voice.

The childminder had identified the need to introduce more open-ended materials, such as natural resources (stones, sticks, pinecones) and recycled ones (plastic tops, pipes, cardboards), into the service to enrich children's play, promote creativity and problem-solving, and offer greater opportunities for exploration and imaginative thinking.

Interactions were consistently warm, attentive and nurturing. The childminder was highly attuned to children's verbal and non-verbal cues, responding sensitively to their needs. They demonstrated a clear understanding of when children required one to one support and when it was appropriate to step back, allowing them the space to explore and learn independently.

Planning was individualised and informed by careful consideration of each child's play, interests and stage of development. Detailed observations of significant learning had enabled the childminder to clearly identify development progress for each child, ensuring that planned experiences were meaningful and well matched to their stage of development. As a result, children were making good progress in early literacy, numeracy and health and wellbeing.

Experiences were shaped around children's ideas, curiosities and meaningful next steps, ensuring learning remained relevant and engaging. Families were involved in sharing insights and celebrating children's progress, helping to build a clear picture of each child's achievements and ongoing development.

The childminder had identified the need to challenge children more to extend their thinking and deepen their learning. They understood the importance of using their knowledge of each child's stage of development to extend ideas, offer new concepts and gently encourage more complex exploration. Embedding this approach would ensure that children are supported to build confidence while also being motivated to try new skills and engage with richer learning opportunities.

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

The childminder consistently provided warm, responsive and reliable care that supported children's emotional and physical wellbeing. Daily routines such as mealtimes, rest periods and personal care were used as meaningful opportunities to build connection, promote independence and create a strong sense of security. Care was delivered with kindness and sensitivity, with approaches tailored to meet each child's individual needs.

The childminder skilfully recognised each child's preferred way of communicating and built on this to extend their skills and confidence. Children were well supported to express their needs, manage their emotions and develop positive social interactions, helping them feel understood and secure as they learned and played.

The childminder understood the importance of managing transitions sensitively and handled them with thought and consistency. This approach helped children feel secure, supported and ready to engage positively in their day.

Nutrition and hydration were prioritised, with meals aligned to current dietary guidance and fresh drinking water available throughout the day. Parents particularly appreciated the 'variety of healthy food on offer', which they told us helped their child "explore new flavours and textures, making mealtimes more exciting" and develop a "willingness to try new foods, which has been wonderful for their development".

Each child had a personal plan that clearly reflected their strengths, needs, interests and family circumstances. Plans were created in partnership with families and were reviewed regularly to ensure they remained current and meaningful. The childminder used the SHANARRI (Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included) wellbeing indicators to guide planning, ensuring a holistic and child-centred approach. Personal plans outlined strategies for care, learning and support, and were flexible enough to adapt as children's needs changed. A parent shared with us: "I really appreciate the partnership we have with our childminder in supporting my child's development. They take the time to understand my child's needs and interests, and we work together to ensure their personal plan reflects their growth and progress."

Effective planning also supported smooth and safe transitions, with key information shared in a timely manner with families. We discussed the importance of sharing relevant information with other professionals to support effective practice, shared strategies and consistency of care.

The childminder had developed strong, trusting relationships with families, recognising them as essential partners in supporting children's wellbeing and development. The information families shared played an important role in shaping an environment that was sensitive to the unique needs and values of each family, ensuring children felt understood and included.

Families were actively involved in decision-making, planning and reflecting on the care provided, helping to ensure it remained meaningful and responsive. One parent echoed: "I really value the open and welcoming environment our childminder provides. Being invited into their home to discuss my child's care, play, and learning makes me feel truly involved in their development. It's reassuring to have these conversations in a comfortable setting, where we can work together to support my child's growth and well-being". This collaborative approach created a warm and welcoming atmosphere in which both children and their families felt respected, supported and included. A parent added: "We're so grateful for the care and support our child receives at the childminder's. Our child has grown in confidence, enjoys spending time there, and is always excited to go."

Complaints

There have been no complaints upheld since the service registered. Details of upheld complaints are published at www.careinspectorate.com

Detailed evaluations

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Leadership and management of staff and resources	4 - Good
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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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