

# Logi Bears Childcare Child Minding

Ardrossan

**Type of inspection:**  
Announced

**Completed on:**  
19 March 2026

**Service provided by:**  
Fiona Johnston

**Service provider number:**  
SP2012983331

**Service no:**  
CS2012306870

## About the service

Logi Bears Childcare is registered to provide a care service 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, no more than three are not yet attending primary school and no more than one is under 12 months. Numbers include the children of the childminder's family/household. Minded children cannot be cared for by persons other than those named on the certificate. The parts of the premises not to be used are upstairs bedrooms. Overnight service will not be provided.

The service is located in a quiet residential area of Ardrossan, North Ayrshire. Areas of the home used for childminding include the upstairs toilet, the kitchen, and living room which provides access to an enclosed garden, a designated playroom, and an outdoor toilet. The childminder's home is well positioned close to local amenities, including schools, nurseries, shops, the seaside, and local parks.

## About the inspection

This was an announced inspection which took place on 19 March 2026 between 11:30 and 13:50. 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:

- spent time with three children in the service
- spoke with the childminder
- received eight completed Microsoft Forms questionnaires
- 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 reflective and forward-thinking practice that supported continuous improvement.
- Children and families were meaningfully involved in shaping the direction of the service.
- Children benefited from a highly stimulating and well-planned environment that promoted curiosity, creativity and sustained engagement.
- Children experienced a wide range of meaningful learning opportunities indoors, outdoors and in the community.
- Children experienced warm, trusting relationships that supported them to feel safe and secure.
- Children's individual needs were well understood and met through up-to-date personal plans and strong partnership working with families.

## 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.

### Leadership and management of staff and resources

The service's aims and vision were clearly reflected in daily practice. Children benefited from a clean, safe and stimulating environment where they could play, learn and develop. The childminder had created a vision statement for 2026, showing a forward-thinking approach and a clear commitment to maintaining children's targets and personal plans while ensuring that children's views continued to shape practice.

Children's voices were gathered through conversations, observations and day-to-day comments recorded in floorbooks. This structured and intentional approach gave meaningful insight into their preferences and helped the childminder make ongoing adjustments to routines, care and play experiences. Information was shared with families, showing a reflective approach and a growing commitment to shared ownership of the service's direction.

An improvement plan was well established and had been shared with North Ayrshire Council as part of the funded ELC delivery. Key priorities included gathering the views of children and families in different ways, and taking part in training to support both overall service delivery and individual children's needs. This external partnership offered helpful oversight and kept the focus on relevant areas for development. It also supported the childminder to evaluate strengths, identify next steps, plan meaningful actions and record their impact to enhance children's experiences and outcomes.

Feedback from parents and carers indicated that they were very happy with the quality of the service. They described having a positive and trusting relationship with the childminder and felt communication was strong, consistent and responsive. This supported their child's wellbeing and contributed to the ongoing improvement of the service.

A range of effective methods was used to gather suggestions and views, including regular informal discussions, questionnaires, digital messaging platforms and opportunities for parents to review their child's care, play and learning through floorbooks, personal plans and parent evenings. These approaches ensured that families' perspectives were actively sought, valued and used to inform improvement. As a result, parents felt their views were acted upon and that changes were made in response, which strengthened the sense of partnership and shared responsibility.

Overall, the childminder showed a strong commitment to reflective practice and continuous improvement. Children's and families' views meaningfully shaped the direction of the service, and the childminder used effective self-evaluation methods to plan developments. This led to well-considered improvements that had a positive impact on children's experiences, learning and outcomes.

## 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.

## Playing, learning and developing

The childminder provided a highly stimulating and well-organised learning environment with thoughtfully designed play spaces that consistently supported children's play, learning and development. A broad and carefully chosen range of age-appropriate resources, including numeracy, literacy, physical development, sensory play and role-play materials, was regularly refreshed in consultation with children. This responsive approach helped ensure that learning spaces stayed engaging, relevant and appropriately challenging. As a result, children showed high levels of curiosity, motivation and sustained engagement in their play.

Indoor and outdoor play spaces were planned with a strong understanding of the children's ages, stages and developmental needs. Experiences were inclusive, varied and informed by the ELC training the childminder had completed, including movement matters, literacy, numeracy, loose parts play and learning in the natural world. The childminder used professional knowledge, observation and reflective practice well to design experiences that encouraged creativity, problem solving and social interaction. These developmentally appropriate opportunities supported children to build confidence, independence and a strong foundation in early learning skills.

Regular and well-planned opportunities to explore the local and wider community, such as visits to parks, Bookbug sessions at the library, toddler groups and outings to meet people who help us, extended children's learning beyond the home environment and contributed positively to their sense of belonging. These experiences enriched children's understanding of the world, strengthened their communication skills and encouraged positive social behaviours. These real-life and meaningful encounters supported children's wellbeing, language development and environmental awareness, contributing to high-quality outcomes and demonstrating responsive, relationship-centred practice.

The childminder shared children's play, learning and development effectively with families. The use of personal learning plans helped the childminder and parents identify relevant learning targets across health and wellbeing, literacy and numeracy. Assessments captured children's progress and next steps, supported continuity between settings and contributed to a clear and consistent cycle of observation, assessment and planning.

Families expressed high levels of satisfaction with the quality of care and learning provided. They reported that their children were happy, well supported and making strong progress in their development. Parents valued the wide range of outings and experiences offered and highlighted that the childminder consistently went above and beyond, which helped their children thrive. This reflected strong partnership working and a shared commitment to achieving positive outcomes for children.

## 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.

## Nurturing care and support

The childminder provided a warm, nurturing and responsive environment where children's wellbeing and safety were clearly prioritised. Policies and risk assessments were comprehensive, regularly reviewed and updated in line with national guidance. These were shared with families at enrolment, supporting transparency and strengthening positive relationships. As a result, families felt reassured and confident that their children's health, safety and wellbeing were well protected.

The home environment was carefully organised to support nurturing and consistent care routines, with well-defined spaces for play, rest and mealtimes. Daily routines, including mealtimes, were thoughtfully planned to promote independence, support self-help skills and encourage positive social interactions. Meals were healthy, balanced and aligned with Setting the Table guidance, helping children develop healthy eating habits and make informed food choices. Sleep routines were safe, well monitored and sensitively adapted to individual needs, respecting family preferences. As a result, children experienced a calm and predictable environment where they felt safe, secure and able to grow in confidence.

Personal plans were structured around the GIRFEC SHANARRI wellbeing indicators and captured key information about each child in a clear and meaningful way. The plans reflected children's strengths, interests and any ongoing areas where support was needed. Regular sharing and reviewing of these plans ensured that parents remained fully involved and informed. Parents described how the childminder regularly discussed their child's progress with them and planned the next steps together, which meant they felt included, respected and valued as partners in their child's care. This collaborative and child-centred approach ensured personal plans remained current, purposeful and effective in guiding high-quality care, play and learning experiences.

Overall, the childminder demonstrated a very good level of practice in providing high-quality care, play and learning. Children experienced nurturing relationships, consistent routines and personalised support that helped them feel safe, confident and secure. Strong partnership working with families, along with effective use of national guidance and reflective practice, contributed to positive outcomes and ensured that children's wellbeing, development and individual needs were consistently well supported.

## 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

<b>Leadership</b>	<b>5 - Very Good</b>
Leadership and management of staff and resources	5 - Very Good
<b>Children play and learn</b>	<b>5 - Very Good</b>
Playing, learning and developing	5 - Very Good
<b>Children are supported to achieve</b>	<b>5 - Very Good</b>
Nurturing care and support	5 - Very Good

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Care Inspectorate  
Compass House  
11 Riverside Drive  
Dundee  
DD1 4NY

[enquiries@careinspectorate.com](mailto:enquiries@careinspectorate.com)

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