

# Little Leaf Childminding Child Minding

Larbert

**Type of inspection:**  
Unannounced

**Completed on:**  
10 March 2026

**Service provided by:**  
Lorraine Scharer

**Service provider number:**  
SP2013985332

**Service no:**  
CS2013320695

## About the service

Little leaf childminding is provided by Lorraine Scharer who operates a childminding service from the family home in a residential area of Larbert. The service is close to local amenities including green spaces, the local nursery and school and local shops. The service is delivered from the ground floor of the family home and children have access to the lounge, kitchen/diner and downstairs bathroom. Children also have access to an enclosed rear garden.

The service was registered to provide care for a maximum of 7 children up to 16 years of age at any one time, of whom no more than 6 are under 12 years, no more than 3 are of not yet of an age to attend primary school and no more than 1 is under 12 months. Numbers are inclusive of the children of the childminder. Minded children cannot be cared for by persons other than those named on the certificate. Overnight service will not be provided.

## About the inspection

This was an unannounced notice announced inspection, which took place on 10 March 2026 between 15:15 and 18:15 hours. 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
- intelligence gathered since the last inspection.

In making our evaluations of the service we

- spoke with six children using the service
- spoke with the childminder
- gathered feedback from two parents/carers
- observed practice and daily life
- reviewed document.

**Key messages**

- Children experiences a warm, nurturing and relaxed environment where they were settled, confident and had fun.
- Strong relationships between the childminder, minded children and their families supported children to feel emotionally safe and enabled effective communication to meet their needs
- A wide range of activities supported children's physical wellbeing, creativity and learning.
- There is scope to formalise quality assurance systems to further progress improvements

**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	4 - Good

Further details on the particular areas inspected are provided at the end of this report.

## Leadership 4 - Good

We evaluated this key question as good, where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

### **Quality indicator: leadership and management of staff and resources.**

The childminder held aims for the setting which were evident in their practice. This gave a clear direction for the service and enabled parents to understand the childminder's approach. We suggested reviewing the vision, values and aims of the setting with input from children and families to ensure these reflect the current context of the families using the service. This would support a positive and inclusive experience for all.

Relevant documents were held and record keeping was appropriate and organised providing parents with reassurance of a quality service. Policies and procedures to support children's care, play and learning were in place. These were shared with parents and had been recently reviewed and updated to reflect current best practice and guidance. We asked the childminder to make one minor amendment to one policy. These supported the childminder's practice for children's positive outcomes.

Children and families were able to provide feedback on the quality of provision through daily communications and questionnaires. This allowed the childminder to identify areas for improvement and made families feel included. We shared other ideas to further develop the gathering of family's views and how these could align with the challenge questions from the quality improvement framework to support more targeted feedback.

Children's outcomes were supported because of the childminder's self reflection and awareness of their strengths and areas for improvement. This reflection enabled the childminder to adapt over time to meet children's changing needs. They were able to discuss these, and we provided support on how to formalise self evaluation.

To help identify improvement priorities, we discussed how to use the Care Inspectorate guidance 'A quality improvement framework for the early learning and childcare sectors: childminding' as a self-evaluation tool. The childminder should make use of the self-evaluation toolkit for childminders' available on our Hub. Additionally, an improvement plan for the year ahead to document their priorities for improved practice and how this will be achieved could be established. This would allow them to formalise their quality assurance approaches and support them in delivering and measuring improvements (see area for improvement 1).

### **Areas for improvement**

1. The childminder should develop formal quality assurance systems by referring to relevant guidance, including 'Quality improvement framework for the early learning and childcare sectors: Childminding'. This is to support ongoing self-evaluation, development of self evaluation and an annual improvement plan for the service to support continuous improvement and enhance outcomes for children.

This is to ensure care and support is consistent with the Health and Social Care Standard "I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes." (HSCS 4.19).

**Children play and learn** 5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

**Quality indicator; Playing, learning and developing.**

Positive interactions from the childminder and effective communication extended children's knowledge and understanding. The childminder skilfully supported children's play and learning through involvement to extend their knowledge and understanding. Provision of games and resources which challenged children such as chess supported their problem solving and strategy skills, along with thoughtful questioning. Appropriate praise provided and celebration of their skills throughout their play bolstered children's self esteem.

Children were learning to respect differences as the childminder sensitively supported their understanding of individual behaviours through discussions with children. This supported children in developing a positive self image and built their respect and understanding.

Children enjoyed a wide range of activities which included opportunities to be creative. Play was managed well to limit screen time such as television whilst supporting a breadth of experiences which contributed to their overall wellbeing. Physical activity was promoted daily through opportunities to play at the park or in the garden, which children actively chose. This enhanced children's sense of wellbeing along with their promoting their coordination skills, strength and stamina.

Use of community resources enhanced children's play and learning. Parks and woodlands allowed children to experience some risky play. They told us, 'We run around and play' and 'we go to Bannockburn'. The childminder also made use of other resources further afield such as museums to promote learning. In addition, planned interactions with older people in the local community allowed children to develop a sense of empathy and respect for others. The childminder supported opportunities for shared conversations and activities by visiting the local old people's coffee club and a care home. This enabled children to build intergenerational relationships. These opportunities enhanced children connection to the wider world.

Children were included as the childminder recognised them as experts in their own needs and wishes. Regular consultation on different aspects of their care such as snack, play and outing choices empowered children. The childminder listened to their request such as to visit parks further afield and noted this for future planning. Influence over provision could be further enhanced by techniques like 'mind mapping' to evidence children's voice. Reference should be made to the United Nations Convention on the Rights of the Child for supporting further inclusion.

## Children are supported to achieve 4 - Good

We evaluated this key question as good, where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

### Quality indicator; Nurturing care and support.

Connection with families was supported through the warm welcome into the setting, where parents/carers took time to observe their child's play and chat to the childminder. This supported children's continuity of care. Regular communication was further supported through use of text messaging, phone calls and social media platforms for sharing photographs. Collaborative work with families also enabled the childminder to meet specific individual needs of children to support their continued wellbeing.

Children were very relaxed and comfortable in the childminder's care, showing strong, secure relationships with each other and with the childminder. The childminder knew children well and described their unique personalities with genuine warmth. They told us how they met each child's needs, wishes and choices and were responsive to their requests, contributing to their enjoyment and happiness. Children told us 'Its fun here, I like playing, she has really good toys'. The childminder recognised each child as an individual.

Children were safe and nurtured because the childminder was knowledgeable and confident in relation to child protection. They demonstrated a good understanding of their responsibility to protect children and the importance of making referrals to the appropriate agencies. An appropriate child protection policy further supported positive action, contributing to children's effective safeguarding.

Children enjoyed spending time playing with and helping to care for the pet puppy. These opportunities taught children responsibility and built their confidence, whilst also promoting calmness and relaxation. Children's emotional wellbeing was further supported through trusting relationships which supported open communication and a positive approach to dysregulated behaviour. The restorative approach taken meant children's self esteem was maintained and they were supported in understanding their emotions and those of others.

Snacks were a sociable occasion around the table with the childminder which were relaxed and supported children to talk about their day. Snack options were healthy and nutritious, supporting children in developing healthy eating habits. This mostly consisted of a range of fruit and some carbohydrate options. There was now scope to increase children's opportunities to participate in snack preparation. Opportunities to be more involved, suited to their abilities, would help develop their confidence and practical life skills in this area.

Systems were in place for recording and reporting accidents and medications, contributing to children's wellbeing. Medication was stored appropriately and administered in line with guidance. We asked the childminder to ensure that all relevant information is consistently recorded on the medication form. This should now include the form and strength of the medication, to ensure this is in line with updated guidance. Long term medication should also be kept under regular review with parents to ensure there have been no changes and to support children's continued wellbeing (see area for improvement 1).

Personal plans were in place for children which were reviewed every year. Photographs were shared digitally and some observations of children's time in the setting was recorded. These evidenced children's enjoyment and progress in the setting. Next steps need to be further developed and regularly reviewed to support children's achievement. Children could be involved in identifying these. This would support planned provision for progression. We discussed ensuring personal plan information is reviewed with families least every six months. Specific support strategies discussed should also be recorded for children with any additional support need. This would ensure that personal plans were current and supporting children's positive outcomes (see area for improvement 1).

### Areas for improvement

1. To support safe administration of medication the childminder should follow current best practice guidance to support recording of all relevant information for medication prior to administering it. They should also ensure that families regularly review medication forms to ensure the information remains correct.

This is to ensure care and support is consistent with the Health and Social Care Standards which state that, "I experience high quality care and support based on relevant evidence, guidance and best practice"(HSCS 4.11).

2. To ensure up to date information is maintained to meet children's needs the childminder should review children's personal care plans with parents, at least once every six months or sooner if there are any changes to a child's care or welfare. These should also include recording the specific/identified approaches and strategies discussed for children with additional support or health needs.

This to ensure care and support is consistent with the Health and Social Care Standards which states that, as a child: "My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices" (HSCS 1.15) and "My future care and support needs are anticipated as part of my assessment." (HSCS 1.14).

### 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>4 - Good</b>
Leadership and management of staff and resources	4 - 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>4 - Good</b>
Nurturing care and support	4 - Good

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