

Lucky Little Stars Day Care of Children

13 Gavins Road
Hardgate
Clydebank
G81 6AA

Telephone: 01389 800 180

Type of inspection:
Unannounced

Completed on:
2 April 2026

Service provided by:
Lucky Little Stars Limited

Service provider number:
SP2009010669

Service no:
CS2009234667

About the service

Lucky Little Stars is registered to provide a care service to a maximum of 56 children at any one time. Of those 56 no more than nine will be aged under two years and 47 children will be aged from two years to those not yet attending primary school. No more than 17 may be two to under three years. At the time of inspection there were a total of 44 children present on the first day and 48 children present on the second day.

The service operates from a converted bungalow situated in the Hardgate area of Clydebank. The accommodation consists of three playrooms and two outdoor areas. There is changing and toilet facilities for children and office, catering and staff facilities. The service is close to schools, transport routes, shops and community services.

About the inspection

This was an unannounced inspection which took place on 1 and 2 April 2026. The inspection was carried out by two inspectors 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 children using the service
- reviewed feedback from 15 parents and carers whose children attend the service
- spoke with the provider, staff and management
- spoke with visiting professionals
- observed practice and daily life
- reviewed documents.

As part of this inspection, we assessed 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.

During this inspection, we 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.

Key messages

- Children were happy, confident and settled.
- Children played in a calm welcoming space that encouraged their creativity and imagination.
- Children were well supported by staff who knew them and their needs very well.
- Daily opportunities to be outdoors supported children's health and wellbeing.
- Children experienced a nutritious, supportive and nurturing lunch time.
- Quality assurance, self-evaluation and improvement planning were meaningful and having a positive impact on the outcomes for children and families.
- Opportunities for family engagement were encouraged, strengthening partnerships and supporting children's learning and wellbeing.

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

Quality indicator: Leadership and management of staff and resources

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.

The service had a clearly defined vision, values and aims. The vision of a nurturing, inclusive and stimulating environment was consistently reflected in daily practice, the environment and through the nursery online app. This ensured they were meaningful, relevant and understood by everyone. As a result children and families felt respected, valued and well cared for.

Visible and encouraging leadership set high aspirations for children and families. The provider and leadership team provided clear guidance, which supported trusting and respectful relationships across the setting. Staff consistently described leadership as approachable, encouraging and supportive which was reflected in the high quality experiences children received.

Effective leadership ensured the improvement plan was developed collaboratively and clearly outlined achievable priorities focused on improving outcomes for children. Monthly staff meetings actively involved all team members in shaping practice, reviewing learning and teaching, and contributing to ongoing improvement. Staff gathered children's views through discussions, drawings and choice making activities. For example, children influenced improvements to the outdoor environment, which led to the purchase of a slide. This demonstrated that their views were listened to and their decisions respected. Leaders encouraged parental involvement through questionnaires and parent engagement sessions, enabling families to share feedback and influence service development. As a result, improvement planning supported sustained, positive change and enhanced the quality of children's daily experiences.

Champion roles promoting Eco school and children's rights empowered staff to take ownership and develop expertise. Staff spoke enthusiastically about how leadership roles enhanced their practice and improved children's experiences. For example, staff shared children's rights with families through Harry the Hedgehog home visits. This included Harry experiencing children's right to play and rest through going to the park and enjoying a comfortable bed. A right to healthy nutritious food was explored through mealtimes. As a result children's and families' understanding of children's rights and how these are upheld in practice, developed.

Systems were in place for quality assurance and were working well. Monitoring and auditing took place regularly, including a significant review of policy and procedures. Policies clearly set out expectations and defined roles and responsibilities. Audits for personal plans identified strengths and areas for improvement, which contributed to children's ongoing development. This meant children benefited from consistent and responsive care that supported their health, wellbeing and development.

The provider and manager understood the importance of recruiting and retaining a skilled team. They safely recruited staff in line with safer recruitment procedures. The Early learning and childcare: national induction resource supported a robust induction, ensuring staff clearly understood their roles and responsibilities. Staff described a strong teamwork ethos and felt supported and welcomed by colleagues. As a result children received safe, consistent and high quality care.

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 highly engaged in their play and learning across the setting. They showed sustained involvement and curiosity as they independently explored resources. At other times they worked collaboratively with staff members during group times. The calm atmosphere, enhanced by soft background music, supported children to remain focused, relaxed and fully engaged in their play and learning experiences.

Playrooms offered a range of well-defined spaces that promoted opportunities for creativity, exploration and interaction. For example, older children were using construction materials to design and problem solve. An art trolley provided children with opportunities to be creative using paper, mark making and malleable materials. In the cuddle chair children chose to sit together with books, engaging in conversation and laughter. It was evident that staff had carefully designed these areas to meet children's needs and interests. As a result children were confident and motivated in their play and learning.

Literacy and numeracy were clear improvement priorities and resulted in an environment rich with learning opportunities. The team worked in collaboration with the early years teacher who planned focused learning support. The use of environmental print, such as signs, children's writing and comments, provided opportunities for children to recognise and become familiar with letters. Mathematical language was used when exploring chemical reactions, building in the block area and using tools in the workshop area. As a result, children were supported to develop key literacy and numeracy skills through their play experiences.

Staff used responsive, caring interactions to support children's communication and language development. By listening attentively, following children's lead and modelling appropriate language during play, staff extended vocabulary and understanding. Children were learning Makaton with plans to embed this throughout the setting. As a result, children confidently expressed themselves and engaged in meaningful conversations.

Enhancing the outdoor environment was a clear priority, with new resources recently purchased. Children benefited from varied outdoor experiences that supported their physical development, curiosity, and creativity. They engaged in physical play, explored the mud kitchen, and used tools such as screwdrivers and screws. Children confidently explained, "We are making this wood very tight." The Eco Committee had sown flower seeds and vegetables and worked towards achieving their third Eco Schools flag. These experiences encouraged children to be active, curious and problem solve.

Children enjoyed trips in the local community, forest school and travelled on public transport to the library and local parks. These opportunities developed children's confidence and understanding of the wider world. Parents commented, "The varied experiences and activities on offer is amazing! I personally couldn't ask for a better nursery" and "The children get lots of outings to various places. They also have the Eco committee up and running, they learn about children's rights and Ziggy. They have such a variety of learning. My child is loving learning Makaton and will excitedly show me all her words."

Staff demonstrated growing confidence in child centred planning and assessment, supported by guidance and effective role modelling from the early years teacher. Responsive, in the moment planning informed by children's emerging interests, resulted in meaningful and engaging learning experiences. Children had individual targets matched to their stage of development, and staff used observations and evidence to plan next steps. Ongoing support from experienced staff and the early years teacher helped embed planning approaches across the team. As a result children experienced engaging learning that reflected their interests and stage of development.

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's rights were respected and integrated into daily practice. Staff sensitively intervened when children needed support to take turns and share. They chatted with children, acknowledging how they were feeling and offered alternative resources. This encouraged children to talk about their emotions and supported their wellbeing. One child had returned after a break, staff responded sensitively and with reassurance. This demonstrated respect for children and made them feel valued.

Children experienced positive, well organised mealtimes that supported their independence, wellbeing and social development. Older children were actively involved in preparing the lunch environment. This included laying tablecloths, arranging flowers and setting out plates and cups, which promoted independence, responsibility and teamwork. During lunchtime, children demonstrated good hygiene practices by washing their hands and independently serving themselves food and drinks. Lunches were nutritious and met children's dietary needs, with many choosing to have second portions. Staff sat alongside children, engaging in relaxed conversation and supporting positive social interaction. As a result, children enjoyed a calm, social mealtime experience that contributed positively to their overall wellbeing and development.

We identified some improvements needed in the area of infection prevention and control. For example, storage of paper towels, toilet rolls and mops. We noted that these were quickly actioned so that by the end of the inspection visit these had been fully addressed. These practices promoted a safe environment for children.

Children's wellbeing was supported through effective personal planning. Plans were created in partnership with families ensuring they were central to any decisions made in relation to children's care. Staff recorded children's preferences, routines, likes and dislikes, which reflected their good knowledge of each child. Management were prepared to work with external agencies to ensure children's wellbeing. We advised the manager to ensure contact numbers for external agencies were accurately recorded when children were enrolled. Following our discussion, we were assured that enrolment procedures had been revised to ensure details were captured before children joined the service. As a result, children received well planned, personalised care that supported their wellbeing.

Staff were committed to keeping children safe. They used supportive language encouraging children to assess and respond to risks within their environment. For example, balancing on a beam created with loose parts, using screws and screwdrivers in the workshop area. Evidence observed within the environment demonstrated that that Safety, Inspect, Monitor, Observe, Act procedures (SIMOA) and the Ziggy approach to road safety were being used with children. This meant children demonstrated a strong sense of responsibility and confidence. Risk assessments included clear control measures and were used effectively. All staff had completed child protection training and understood their responsibilities. This all contributed to a safe environment for children.

Partnerships with families enriched children's experiences. Families were warmly welcomed and given a range of opportunities to engage in their child's learning, including stay and play sessions, evening workshops and home learning bags. Families were valued as active partners in supporting their children to grow and thrive. One family told us, "Staff have always been so nurturing with my children and know them so well." another parent said "The communication between nursery and home has always been fantastic. I am always made aware of what my child is working on and if I have any input, it is implemented also."

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	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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