

Rose Loughran Childminder Child Minding

Stevenston

Type of inspection:
Announced

Completed on:
26 March 2026

Service provided by:
Rose Loughran

Service provider number:
SP2017989300

Service no:
CS2017359446

About the service

Rose Loughran is registered to provide a care service to a maximum of six children at any one time under the age of 16, 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 children of the childminder's family. Overnight care will not be provided. Minded children cannot be cared for by persons other than those named on the certificate.

The service is located in a quiet residential area of Stevenston, North Ayrshire. Areas of the home used for childminding included the living and dining room, which was used as the main play space, the upstairs toilet and the kitchen, which provided access to an enclosed garden. The childminder's home is well situated close to local amenities, including schools, nurseries, shops, the beach and local parks.

About the inspection

This was an announced inspection which took place on 26 March 2026 between 10:00 and 12:15. 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:

- spent time with one child in the service
- spoke with the childminder
- received three 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 led the service with a clear and inclusive vision that was reflected in warm, rights-based and high-quality everyday care and practice.
- Regular reflection on practice, along with strong partnerships with families, helped the service to continue improving and supported positive outcomes for children.
- Children took part in engaging, well-planned and responsive play and learning experiences that followed their interests, encouraged curiosity and made learning enjoyable.
- Warm interactions and a well organised environment helped children to build confidence, develop communication skills, use creativity and begin to solve problems.
- Consistent, nurturing relationships, predictable routines and sensitive support helped children to feel emotionally secure, become more independent and maintain their overall wellbeing.
- Personal planning, based on observation and family involvement, effectively supported children's progress, continuity of care and achievement.

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 childminder demonstrated effective leadership through a strong, inclusive vision that consistently promoted high quality experiences for children and families. This vision was clearly communicated within the statement of aims and objectives and reflected a personal approach that met the individual needs of children and their families. The welcoming environment, characterised by fun, happiness and rich learning opportunities, was well understood and shared by children, families and visitors. Leadership decisions were firmly rooted in children's rights, wellbeing and inclusion, resulting in positive outcomes for children's care, learning and development. This enabled the childminder to lead the service with integrity and professionalism, ensuring values were consistently translated into meaningful everyday practice.

Children and families were actively and meaningfully involved in shaping, reviewing and improving the service's aims and priorities. Ongoing conversations, daily interactions and questionnaires ensured views were gathered routinely and used to inform improvement decisions. This collaborative approach strengthened trust, promoted shared responsibility and ensured developments reflected children's lived experiences.

The childminder built strong partnerships with families, using leadership skills to encourage open dialogue and shared decision-making. Individualised care arrangements were led in partnership with families, resulting in responsive routines that met children's needs effectively. Communication systems were clear, consistent and purposeful, supporting parental confidence and active engagement in service developments.

The childminder demonstrated a reflective and evaluative leadership approach to continuously improve outcomes for children. They engaged positively with the new Quality Improvement Framework for the Early Learning and Childcare Sector. Improvement priorities were clearly identified through effective self-evaluation, evidence gathering and reflection on children's experiences. The childminder led an improvement cycle that demonstrated reflection, planning, action and measurable impact. Children's ideas and interests were prioritised and used purposefully to inform planning and shape learning opportunities. This leadership approach resulted in experiences that were relevant, motivating and meaningful for children.

Evidence from floor books clearly demonstrated children's and families' involvement in improvement and decision-making. The childminder showed strong leadership through ongoing professional learning, using guidance and best practice to inform improvement. Continuous improvement was embedded within leadership practice, with priorities clearly focused on sustaining and enhancing quality.

Overall, leadership was very effective in creating an inclusive, nurturing and well-led service that delivered positive outcomes for children and families.

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 demonstrated a strong and secure understanding of child development, which consistently informed high-quality play and learning experiences. Theory and practice were applied effectively to create a nurturing, stimulating environment where children felt confident and motivated to learn. The child attending confidently made choices and led aspects of their learning, particularly during experiences reflecting their individual interests and developmental stage.

A well balanced mix of planned and responsive experiences supported children's learning and development across language, early literacy and numeracy. Learning opportunities were meaningfully embedded through play-based approaches, storytelling, role-play, outings and everyday routines. Enriching experiences, including visits to the local library and community groups, supported children's imagination, curiosity and problem-solving skills. Interactive activities, such as book club and movement sessions, promoted engagement, concentration and enjoyment in learning.

The childminder used a thoughtfully balanced approach to child-led and adult-led experiences to extend learning while valuing children's voice and participation. Children were given time, space and sensitive support to express their views, make choices and influence their learning experiences. This approach supported the development of independence, confidence and motivation, while ensuring children remained fully engaged and motivated in their learning. As a result, children were active participants in their learning, showing confidence, independence and sustained engagement across a range of experiences.

Evidence showed that digital technology was used appropriately to enhance learning, including supporting the development of early numeracy skills. High-quality interactions consistently sustained children's interests and engagement. Observed interactions were warm, responsive and well-timed, supporting children's confidence and sense of security. Observations were used effectively to interpret children's interests and extend thinking sensitively, without directing or interrupting play. This meant that thoughtful responses supported children's self-regulation, creativity, curiosity and emotional wellbeing.

Purposeful conversations and age-appropriate questions encouraged deeper thinking, helping children make connections and develop emerging reasoning skills. Learning experiences were well-paced, allowing time for exploration, enjoyment and sustained engagement.

Evidence from floor books, including children's comments and recorded choices, demonstrated that high-quality interactions were consistent for all children attending the service. These records showed how vocabulary, knowledge and understanding developed through imaginative play, exploration and storytelling. Although only one child attended on the inspection day, evidence showed peer interaction opportunities were routinely planned and encouraged. This supported positive relationships and shared learning when children attended together.

Children were central to all aspects of planning and assessment within the service. Observations informed a balanced mix of intentional and responsive planning, adapted flexibly to children's ideas and interests. Assessment information was used effectively to identify progress, celebrate achievements and plan clear next steps. Where additional support needs were identified, the childminder worked in partnership with families to ensure appropriate support. Families were kept well-informed through regular communication, shared records and ongoing engagement. As a result, families felt confident, valued and fully involved as partners, contributing positively to shared decision-making and support for children's progress.

Overall, children experienced an inclusive, stimulating and well-considered learning environment that supported progress, wellbeing and positive outcomes.

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

Nurturing care within the service was a clear strength and underpinned children's ability to achieve positive outcomes. Practice was firmly grounded in warm, responsive and trusting relationships that supported children's wellbeing and development. The childminder consistently provided calm, attentive and respectful care, enabling children to feel safe, valued and confident.

Children experienced a high level of emotional security through consistent relationships and predictable daily routines, including familiar drop-off and collection times, mealtimes and personal care routines, which were managed sensitively and respectfully. These routines supported children's sense of safety while promoting independence and encouraging choice. Children were supported to develop self-help skills at a pace appropriate to their age and stage of development. Through calm, sensitive support, the childminder enabled children to develop increasing independence. As a result, children became confident in managing daily routines and making choices for themselves.

Reflective practice was evident, with approaches adapted to meet children's evolving needs. Key daily transitions were well planned and sensitively supported, informed by best practice guidance and the childminder's strong knowledge of each child. Mixed-age experiences and continuity of care supported smooth transitions and positive relationships, ensuring consistency and reassurance throughout the day.

The physical environment was well organised and welcoming, supporting social interaction, quiet time and emotional regulation. Children engaged confidently within spaces designed to promote comfort, exploration and emotional security. As a result, they were able to regulate their emotions and participate confidently in play and daily experiences.

Personal planning within the service was well developed and consistently supported children to achieve. Personal plans clearly reflected each child's individuality, strengths, needs and interests. Records were up to date, meaningful and demonstrated a strong understanding of each child as a unique individual. Plans were inclusive, adaptable and informed by ongoing observation and daily interaction. Children's views were captured through observation and interaction, where developmentally appropriate. Families were meaningfully involved in creating and reviewing plans, ensuring shared understanding and continuity. Plans followed GIRFEC principles and were clearly linked to SHANARRI wellbeing indicators. As a result, children's needs were met consistently and they made positive progress in their development.

Transitions were child-centred, with families actively involved. Key information was shared promptly and securely to ensure children's needs were consistently met. Flexible approaches supported individual children through changes to routines and developmental milestones, helping children and families feel confident and well supported during times of change.

Strong, well-established relationships with families enhanced children's experiences and outcomes. Family insights informed practice, ensuring care was respectful, inclusive and responsive. Communication was clear, accessible and effective, supporting confidence and sustained engagement.

Overall, nurturing care, responsive planning and strong partnerships with families supported children to experience positive wellbeing, emotional security and progress in their development.

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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