

Craig, Lisa Child Minding

Alloa

Type of inspection:
Unannounced

Completed on:
19 June 2025

Service provided by:
Craig Lisa

Service provider number:
SP2003901623

Service no:
CS2003003279

About the service

Craig, Lisa provides a childminding service from their property in a residential area in Tullibody, Alloa. They are registered to provide a care service for a maximum of six children up to 16 years of age. At the time of our inspection, eight children were registered with the service.

The service is close to the local primary school, shop, park and other amenities. The children are cared for with a purpose built building in the childminder's garden. This included a play space and toilet area. The kitchen and conservatory within the family home were used for snacks and meal times. Children also have access to a fully enclosed garden.

About the inspection

This was an unannounced inspection which took place on 19 June 2025 between 11:45 and 15:30. One inspector carried out the inspection.

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.

To inform our evaluation we:

- spoke with three children using the service
- received four completed questionnaires from parents and carers using the service
- spoke with the childminder
- observed practice and daily life
- reviewed documents.

Key messages

The childminder's kind, patient interactions supported children's wellbeing and positive attachments. As a result, children were cared for in a warm and respectful way.

Toys and activities were tailored to children's interests and developmental needs, promoting high-quality learning experiences. Parents highlighted the welcoming, inclusive and nurturing environment as a key strength of the childminder's care.

Comfortable and accessible spaces promoted a respectful and inclusive ethos. Toys and games were age-appropriate, well-maintained and safely stored, allowing children to make choices and explore interests.

Parents and children influenced care through open communication and feedback, including informal chats and questionnaires. The childminder regularly evaluated their service, identifying strengths and areas for development such as, enhancing risky play opportunities.

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

How good is our care, play and learning?	5 - Very Good
How good is our setting?	5 - Very Good
How good is our leadership?	5 - Very Good
How good is our staff team?	5 - Very Good

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

How good is our care, play and learning?

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 1.1: Nurturing care and support

Children were nurtured through daily experiences. The childminder was caring and respectful to children. All parents told us that they strongly agreed that they had a strong connection with their childminder. One commented, "The childminder is a home from home for me and my child. I feel so relaxed around them which helps make my child feel safe and happy. I love the care and support that [the childminder] gives my child and a great support while going through the 'difficult' stages of parenting". As a result, children were content and thriving within a safe and caring environment.

All children had personal plans that reflected key information about their care needs, likes and dislikes. Parents completed these when their children first joined the setting. All parents strongly agreed that they had a good relationship with the childminder. This enabled them to regularly discuss their child's needs and to share any necessary changes to their children's care and support. For example, one parent told us that, "the childminder holds parents evenings a few times a year where all parents go and look through their child's care plan and development log, this is a chance for us to have our say and add anything we think is needed". Effective communication resulted in families and the childminder being confident that information was accurate and reflected children's needs and wishes well.

Children were fully supported to have periods of rest and sought comfort as and when needed. For example, personal comforts such as, dummies and soft toys were easily accessible to children. The childminder was attuned to children's cues and was responsive to their needs. One parent told us, "the childminder is very accommodating to our child's needs. If they haven't slept well the night before and need more time to relax [the childminder] accommodates this and will support this fully". This impacted positively on children's health and wellbeing.

Children always chose from a range of healthy foods that reflected their individual needs. Most parents supplied lunches and the childminder provided some snacks. The childminder had a full understanding of children's dietary needs. They were supported to eat at a time that was right for them. This promoted healthy eating habits and respected children's choice. The childminder sat and chatted with children as they ate, providing a positive social mealtime.

Quality Indicator 1.3: Play and learning

Children had fun playing through a very good balance of planned and spontaneous play and learning experiences. The childminder took time to provide toys that supported children's interests and development needs. They enjoyed playing with loose parts, spending time outside and creating chalk drawings. One parent told us, "[The childminder] offers a lot of different activities in line with seasonal and cultural events and also fun and learning. [The childminder] is aware of children's interests and will work on that with them". The childminder used their knowledge of children's development to introduce engaging activities for children. This enabled children to experience very good quality play and learning.

The childminder used skilled interactions to challenge and motivate children. The childminder was responsive to their cues and recognised when it was best to intervene or when to provide support that enable them to achieve on their own. This enabled children to build confidence and resilience.

Children were supported to grow and thrive. The childminder continually discussed children's play and learning with their parents, sharing ideas and achievements. Scrapbooks, observations and development milestone trackers were well used to showcase children's personal experiences and outcomes. This ensured they were fully supported and that they received high quality of care, play and learning.

The childminder shared information with families through text messaging, providing pictures of children taking part in activities and information about what they had been learning. One parent told us, "we are able to communicate about the care and development of my child without any issues, having open and honest discussion. The environment is very nurturing and is adapted so that each individual child can grow and develop". We found evidence of how children's needs and interests influenced their play and learning experiences. As a result, there was a genuine collaboration between children, parents and the childminder to enable children to achieve.

Children had the opportunity to visit places in the local community, including local ponds and parks. This helped to extend their play and learning opportunities and to promote a sense of belonging. Parents expressed that they were very happy with the experiences their children received. One parent told us, "This has been one of the biggest positive experiences having our child with [the childminder]. [The childminder] makes the effort every week to engage the children in a variety of activities. This can include meeting with other groups of childminders, attending the local library, trips to the park, attending a local toddler group".

How good is our setting?

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 2.2: Children experience high quality facilities

The childminder's home was clean, cosy and welcoming, which provided a homely environment for the children. There was good natural light, with ample space for the child to move around, play and learn in. Children could use a living area designed to meet their needs, with comfortable seating that encouraged relaxation and social interaction. This helped children feel valued and supported a respectful, inclusive atmosphere within the service.

Toys and games were well organised, stored in boxes and shelving units, which were accessible to children. There was a range of resources on offer to support different play experiences and age ranges such as, insert puzzles, a home corner with real life items and a variety of books. Children were able to make choices and develop their own interests. The childminder was aware of how to support varied age ranges and ensure they received developmentally appropriate experiences. For example, the childminder was considerate of younger children's need to sleep or rest, whilst ensuring older children were stimulated and engaged during those times. This supported each child to receive care, play and learning experiences that were right for them.

Children benefitted from a large, well presented garden. For example, loose parts, diggers in gravel and sand play were readily available for them to explore. To support children's safety, the premises was fully enclosed, secure. One parent told us, "My child loves being outdoors and this is a huge positive of being with [the childminder]. They always have the opportunity to be outside. This includes playing in [the childminder's] garden, [the childminder] has an excellent safe space for the children". Children also benefitted from local outings such as, exploring public parks and observing wildlife at the nearby pond. This broadened children's experiences and enabled them to build on their knowledge of their wider world.

The childminder carried out regular risk assessments and visual check to identify and minimise hazards within the environment. The childminder used their very good knowledge of the children to adapt the space depending on their individual needs, age and stage of development. We observed that children's opportunities were not restricted as a result, as the childminder was mindful to enable risky play with full supervision. This supported children to explore their abilities and learn from their mistakes in a safe, well-maintained environment.

Infection prevention and control procedures reflected current best practice. The childminder used appropriate personal protective equipment, such as gloves and aprons, when required. Children were encouraged to wash their hands at key times of the day, further reducing the risk of the spreading any infections.

How good is our leadership?

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 3.1: Quality assurance and improvement are led well

The childminder provided a service that met the needs of individual children and families they cared for. Parents were kept informed of the childminder's holidays, this communication enabled them to prepare for childcare during planned time away. Families were supported with patterns of care they required, ensuring the service met their and their child's needs.

Aims and values were in place and reviewed regularly with children and parents. Regular check ins with parents provided opportunities for them to share their views and opinions. This allowed children and families to influence the care they experienced and supported them to feel valued.

Families were meaningfully involved and influenced change within the setting. Their views and opinions were sought through regular informal conversations and occasional questionnaires. One parent told us, "From initial communication [the childminder] made us feel comfortable and at ease about their setting. We met and discussed their setting, the values [the childminder] has and key things we needed to know". Another told us, "[The childminder] is excellent at communicating any changes or suggestions [the childminder] has. [The childminder] asks us questions to include our views and opinions in our child's personal plan". This demonstrated positive partnership working with families to ensure that the service was right for them and their child.

The childminder was effectively self-evaluating the service. They had taken time to reflect on quality of children's care, play and learning experiences. As a result, they identified strengths in their practice such as, creating an inviting and stimulating environment for children. They also identified areas for future development aimed at enhancing outcomes for children. For example, promoting healthy eating habits. This demonstrated a commitment to continually improving practice and valuing feedback from those using the service.

How good is our staff team?

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 4.1: Skills, knowledge and values

Children's wellbeing was supported through the childminder's kind and nurturing approach. This ensured that children and families felt safe, valued and respected. The childminder had a clear understanding of how children learn and develop. They were kind and patient when interacting with children. One parent told us, "The setting is a home from home environment, [the childminder] is welcoming and approachable and shows care and empathy to their kids and parents". This impacted positively on children's overall wellbeing and promoted positive attachments.

Children were at the heart of the service. All parents told us they were always welcomed into the childminder's home to discuss their child's care, play and learning. One parent told us, "We are welcomed in at every pick up and drop off. [The childminder] will always take the time to discuss my child's day, their learning and ask questions about how they have been". The childminder carefully considered their needs, likes and interests to support improvement within the service. They understood the benefits of reflective practice to enable them to focus on goals and provided more opportunities to identify strengths and areas for improvement. Overall, the childminder had a positive, enabling attitude that effectively used changing needs and feedback to improve the service.

The childminder had a wealth of knowledge and experience of working with children. They kept their knowledge and practice up to date through continuous professional development. Recent professional development undertaken by the childminder included, but not limited to, first aid, healthy eating and reading up to date guidance. They were able to confidently discuss the impact the training had had on their practice and how this supported high quality experiences for children. They stayed well-informed through regular updates from the Scottish Childminding Association (SCMA) and the Care Inspectorate.

The childminder showed very good reflective practice that positively impacted children. They understood the importance of reflecting on their own professional development to ensure they provided a high standard of care, play and learning. An effective record of training was in place to note reflections and identify further professional development needs. This provided opportunities to effectively reflect on learning and measure the impact on children's care, play and learning.

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

How good is our care, play and learning?	5 - Very Good
1.1 Nurturing care and support	5 - Very Good
1.3 Play and learning	5 - Very Good

How good is our setting?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very Good

How good is our leadership?	5 - Very Good
3.1 Quality assurance and improvement are led well	5 - Very Good

How good is our staff team?	5 - Very Good
4.1 Staff skills, knowledge and values	5 - Very Good

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