

# McGilligan, Lorraine Child Minding

Glasgow

**Type of inspection:**  
Unannounced

**Completed on:**  
28 August 2025

**Service provided by:**  
Lorraine McGilligan

**Service provider number:**  
SP2004937803

**Service no:**  
CS2003045185

## About the service

Lorraine McGilligan provides a childminding service from the family home in a quiet residential suburb in the northeast of Glasgow. The service is registered to provide a care service to a maximum of 6 children at any one time under the age of 16, of whom a maximum of 6 will be under 12, of whom no more than 3 are not yet attending primary school and of whom no more than 1 is under 12 months. Numbers are inclusive of the childminders on household.

Children are mainly cared for in a dedicated playroom space and have access to, a kitchen dining area for meals, comfortably furnished conservatory and downstairs toilet. There is a safe enclosed rear garden for outdoor play. The childminder makes good use of local parks and groups to enhance children's experience.

## About the inspection

This was an unannounced inspection which took place on 27 August 2025 between 09:10 and 12:40. 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:

- spoke with three people using the service
- gathered the views of four families
- spoke with the childminder
- observed practice and daily life
- reviewed documents.

## Key messages

- The childminder was warm, nurturing and loving in their interactions with children, this supported strong attachments between them and the children they cared for.
- Children were at the heart of the service and were cared for by a childminder who knew them and their families well.
- Children were cared for in a safe, homely environment.
- Opportunities for play and learning were enhanced through experiences in the local and wider community.
- The childminder should further develop approaches to self-evaluation to support continuous improvement.
- The childminder should seek to access regular training to develop their knowledge and understanding of current frameworks and best practice guidance.

## 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?	4 - Good
How good is our setting?	5 - Very Good
How good is our leadership?	4 - Good
How good is our staff team?	4 - Good

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

## How good is our care, play and learning?

4 - Good

We evaluated this key question as good, as several important strengths, taken together, clearly outweighed areas for improvement.

### Quality indicator 1.1: Nurturing care and support

We evaluated this quality indicator as **very good**, where significant strengths supported positive outcomes for children.

The childminder demonstrated their love for the children they cared for through warm interactions, cuddles and genuine affection. This supported children's strong attachments with the childminder and helped them to feel safe and secure. Relationships and close connections with children and families were at the heart of the service. Older children and families that had left the service still popped in to visit to share memories of their time in the setting. Parents and children valued their relationships with the childminder and spoke very positively about them. Some comments included:

"[The childminder] is as trusted and loved as a family member. I feel happy knowing [my child] is safe and well cared for. They clearly love the kids they care for".

"My child loves [the childminder] so much and is always excited to see them in the morning".

"I love [the childminder] she is my best friend".

Personal plans were created in partnership with parents and contained some key information to support children, such as, sleep preferences, likes, dislikes and medical needs. This supported the childminder to provide personalised care and support to meet the individual needs of children. We advised personal planning could be enhanced with the addition of SHANARRI wellbeing indicators. This would provide a clear profile of how children are being supported and show progression in their development. Parents were very good at sharing information about their child's care needs on an ongoing basis through daily conversations. We advised the childminder to record significant changes that parents verbally shared. This would ensure personal plans contained a record of how children's needs were being met through times of change.

Parents provided packed lunches for children, this ensured children's allergies, food preferences and dietary needs were catered for. Children were made to feel like part of the family and ate together at the family dining table. The use of small booster seats on dining chairs ensured younger children were fully included alongside other children at the table. The childminder sat with children, ensuring their safety, promoting good manners and engaging them in social conversations. This made mealtimes an enjoyable, sociable and safe experience for all children.

Children had safe and comfortable spaces to sleep in quiet areas of the playroom or conservatory. Regular safe sleep checks ensured children's safety whilst sleeping. The childminder knew children's routines and sleep preferences well and respected family wishes. This meant children were supported to fall asleep in the way they preferred and was comfortable for them. Families appreciated this and told us, "[The childminder] creates a safe and secure environment for [my child] to sleep each day. They have always been so supportive with [my child's] sleep needs and have helped us through nap transitions and rough sleep periods." This contributed to strong, trusting relationship between the childminder, children and their families.

### Quality indicator 1.3: Play and learning

We evaluated this quality indicator as **good**, as several important strengths, taken together, clearly outweighed areas for improvement.

Children were relaxed, happy and confident in exploring the environment. The childminder was aware of some children's current interest in the emergency services. They had provided resources to support this, such as, dressing up clothes, fire engines and police cars. Children had lots of fun together dressing up and engaging in pretend play as a fire fighter and police officer. A selection of developmentally appropriate resources were available and easily accessible. This promoted children's choice and enabled them to confidently lead their play and learning. We suggested children's creativity, curiosity and inquiry could be further supported with the addition of more natural, open ended resources and materials.

The childminder was skilled in interactions to support children's play and learning. They used praise and encouragement to support children to share, take turns and help each other. This supported positive relationships and friendships between children. Resources and interactions promoted children's language, literacy and numeracy skills. Children snuggled on the sofa with the childminder to share their favourite stories and enjoyed spending time in a small tent looking through books. The childminder supported children's awareness of letter sounds and encouraged them to identify and match magnetic letters, to make their names on a magnetic board.

Planning for children's learning was happening through visual observations of children's interests. We discussed with the childminder that planning approaches could be further developed to capture children's voice and extend children's learning experiences. We suggested a floor book would provide opportunities for the childminder and children to share and record ideas for play and learning together. This would help the childminder document children's progress in their learning and plan meaningful next steps to support children's individual learning needs. Learning was being shared with parents through daily chats and photos via WhatsApp. This supported parents to feel involved in their children's play and learning.

Children's play and learning was enhanced through strong links to the local and wider community. Children attended playgroups, Bookbug sessions and visited local parks. This provided opportunities for social experiences with others. Children had opportunities to play outdoors every day. They enjoyed spending time in the garden. One child excitedly recalled their experience of looking for bugs in the garden, they told us "I found spider. Spider made webs and they were crawling."

### 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 created a warm, welcoming home where children and families were valued and respected. Children had access to their own playroom space, dining kitchen and conservatory. The areas used by children were clean, tidy and comfortably furnished and promoted a home from home atmosphere. This helped children feel safe, secure and confident in their surroundings. Parents agreed and one parent told us, "[The childminder's] home is a safe haven and like a second home to my kids. Think if they could bring their pj's they would."

All parents agreed their children were cared for in a safe, secure and well-maintained environment. One parent told us, "Their home is welcoming, clean and filled with everything children need to play, learn and have fun safely. I feel completely reassured knowing my child is so well cared for in such a happy and secure environment." To maintain a safe environment, risk assessments and cleaning practices were in place. This was enhanced through the use of ongoing visual assessment and responding to risk. For example, encouraging children to pick up toys from the floor so they didn't trip and fall and children helping to clean toys and equipment when they got dirty. This enabled children to explore freely and securely in an environment that was safe and hygienic.

Indoor and outdoor areas offered spaces where children could safely, play, eat, rest and relax. Environments contained a wide range of age appropriate toys that were easily accessible to promote children's play choices. A selection of books, puzzles and games supported children's literacy and numeracy skills. One child commented, "I like the tent, cause it's fun to be in there and there's books." Children's imaginative play was supported through, a play kitchen, dressing up costumes, small world and baby dolls. One child was deeply engaged in caring for their baby doll and enjoyed making them food and putting them to sleep in the pram. Outdoors promoted opportunities for sensory play through a sand pit, water tray and pots for digging, planting and growing flowers.

The childminder demonstrated good practices in infection prevention and control. A clean, well organised environment, contributed positively to children's health and wellbeing needs. Good hand hygiene was encouraged and role modelled at key points throughout the day, such as, mealtimes, toileting and nappy changing. This helped reduce the risk of spread of infection and protected children's health.

The childminder was aware of the importance of keeping children's personal information safe. To protect children's privacy, their sensitive information was kept in individual files, stored safely and securely and only shared with parents.

## How good is our 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 3.1: Quality assurance and improvement are led well

Clear aims and objectives were in place. We found these reflected the ethos and practice of the service. For example, providing a warm, welcoming environment, and home from home where children can play, relax and have fun. The childminder shared their vision with parents prior to children starting. This supported parents understanding of the care provided and helped them choose a service that was right for them and their child. One parent told us, "[The childminder] makes their service a wonderful, welcoming and special place."

The childminder cared deeply about the children and families using the service. They engaged well with the inspection process and were receptive to feedback to discuss ways to improve the service. The childminder was aware of some areas within the service that would benefit from being further developed, such as, processes for self-evaluation. We advised the use of the challenge questions within Care Inspectorate's new quality improvement framework for childminder's would support them to identify what is working well and what needs to improve to promote good outcomes for children. Although this was in the early stages, positive engagement with the new framework had potential to contribute positively to the development of the service.

Consultation with families was taking place on an ongoing basis through daily conversations and annual questionnaires. All parents strongly agreed they were involved in helping to develop the service and spoke positively about this. One parent commented, "[The childminder] always listens to me and my child and takes our ideas and interests on board. I feel that our opinions are valued." Results of feedback was verbally shared with parents this helped them understand how their contributions helped shape the service.

Consultation with children was adapted to suit their age and stage of development. Younger children were offered choices throughout the session to support them to make their wants and needs known. Older children were encouraged through conversations and a 'what matters to me' section in their personal plan to share their thoughts and views. This supported children to feel empowered within the service.

## How good is our staff team?

## 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 4.1: Staff skills, knowledge and values

Children were cared for by an experienced childminder that cared deeply for them and supported them with warm, kind and nurturing interactions. This helped create close attachments between the childminder and children, and meant children felt happy, safe and secure in their care. All parents valued the care their children received and spoke positively about this. Some comments included:

"The most positive aspects of my child's experiences with [the childminder] are how loved, safe and happy my child feels everyday."

"The childminder is kind, caring and makes everyday fun and exciting. They always make sure we feel safe and happy. We feel very lucky to have them. They truly are the best!"

Children's safety was a priority. The childminder understood their role in keeping children safe and protected. They completed child protection training and were knowledgeable of procedures to follow in the event of any safeguarding concerns. This contributed to an environment where children were kept safe and protected from harm.

The childminder had accessed other training opportunities to support them in their role such as, infection prevention and control, realising the ambition and Bookbug. However, we found training had been sporadic over the years since the last inspection. This had impacted the childminder's awareness of current national frameworks and guidance that supports best practice. We advised opportunities for training and learning could be accessed on a more regular basis through Scottish Childminding Association (SCMA) and Care Inspectorate Hub. This would support the childminder in their continuous professional development and ensure they had the most up to date knowledge to support good outcomes for children. This had been identified as an area for improvement at the previous inspection and will be continued (**see area for improvement 1**).

## Areas for improvement

1. To improve the childminder's knowledge and skills, and to further support good outcomes for children. The childminder should access relevant training and learning opportunities on a more regular and consistent basis. This should include but is not limited to:

- Accessing training opportunities through SCMA website
- Accessing Care Inspectorate Hub to develop knowledge and understanding of current national frameworks and best practice guidance to support their childminding setting.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that:

'I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional codes.' (HSCS 3.14).

## What the service has done to meet any areas for improvement we made at or since the last inspection

## Areas for improvement

### Previous area for improvement 1

1. The childminder should seek to access relevant training in particular child protection training in order to develop her knowledge and understanding of current national frameworks and best practice.

Health and Social Care Standards 3.14 - I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes

**This area for improvement was made on 25 May 2018.**

### Action taken since then

The childminder had made some progress within this area for improvement. They had reviewed and updated their child protection policy and were completing child protection training on an annual basis. We were satisfied the child protection element of this area for improvement had been met.

However, other training was not being accessed regularly and this had impacted on the childminder's knowledge of current frameworks and best practice guidance.

This part of the area for improvement had not been met and will continue. This has been actioned under section 4.1 of this report.



## 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

How good is our care, play and learning?	4 - Good
1.1 Nurturing care and support	5 - Very Good
1.3 Play and learning	4 - Good

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

How good is our leadership?	4 - Good
3.1 Quality assurance and improvement are led well	4 - Good

How good is our staff team?	4 - Good
4.1 Staff skills, knowledge and values	4 - Good

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