

Turriff Playgroup Ltd

Day Care of Children

Turriff Primary School
Meadowbank Road
TURRIFF
AB53 4WB

Telephone: 07561 627774

Type of inspection:
Unannounced

Completed on:
13 May 2026

Service provided by:
Turriff Playgroup Ltd

Service provider number:
SP2005007273

Service no:
CS2003002591

About the service

Turriff Playgroup Ltd is registered to provide a care service to a maximum of 36 children, aged from two years to those not yet attending primary school of whom no more than 20 children may be aged two to three years. The service is accommodated in purpose-built facilities within the Turriff Primary School campus, in Turriff, Aberdeenshire.

The playgroup has its own secure entrance, and children are cared for in a bright, spacious playroom. Children benefit from direct access to an outdoor play area. The service is within easy access to local woods and other amenities, such as shops and play parks.

Up to 30 children were present during the inspection.

About the inspection

This was an unannounced inspection which took place on 11 May 2026 between 09:00 and 16:00 and 12 May 2026 between 09:00 and 14:30. 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 throughout the inspection year.

To inform our evaluations we:

- spent time with children using the service
- spoke with two of their parents/carers
- received 17 completed questionnaires from parents/carers and five from staff
- spoke with staff and management
- assessed core assurances, including the physical environment
- 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

- Children experienced nurturing, warm and caring interactions from staff who knew them well.
- Children's health benefited from daily access to the outdoors.
- Children were confident and motivated in their play, making good use of indoor and outdoor spaces and available resources.
- Quality assurance practices promoted positive experiences for children. These could be developed further to more effectively support consistency across the setting.
- Management and staff showed a commitment to improvement, and should continue to build on this through the improvement plan.

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	4 - 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

Quality indicator: Leadership and management of staff and resources

We evaluated this quality indicator as good, where there were important strengths within the setting's work and some aspects which could benefit from improvement.

The service's vision, "Working with families to bring out the best in our children" and associated values of "happy, play, friends, and confidence" were clearly reflected in the nurturing environment and the respectful interactions observed between children, families and staff. Vision, values and aims had not been reviewed for some time and the recently appointed manager recognised the need to refresh them in consultation with children and families. Completing this work will support a shared understanding of what matters within the setting and ensure the vision and values continue to reflect children's rights and interests.

Parental engagement was an ongoing priority for the manager and staff, and parents were routinely invited to share their views. The team recognised the value of parental contributions and used a range of approaches, including questionnaires and a 'question of the month', to gather feedback. This had led to changes to transition arrangements and the introduction of transition packs to support children moving on to school. A parent commented: "I feel there is always a very welcoming sense of open dialogue between parents and staff where everyone wants to work together to create a positive experience for the children." Another parent shared: "Positive changes have been made and it's great to see." This contributed to a positive and inclusive ethos.

Positive experiences for children were supported by a realistic and achievable improvement plan. This outlined clear actions linked to key priorities such as the environment, planning and assessment. Staff spoke enthusiastically about recent changes to the environment and described how these had enhanced children's choice and engagement. A parent commented: "The recent renovations are positive and support early learning." This demonstrated that improvement planning was having a meaningful and positive impact on children's experiences.

Quality assurance processes were helping the staff team identify strengths and areas for improvement. Staff were engaging with self-evaluation documents, and their reflections were recorded in a self-evaluation floorbook. A quality assurance and monitoring calendar had recently been introduced to support ongoing service development. Some audits had been completed, including audits of accidents and incidents, which had resulted in changes to the environment to help keep children safe. We discussed where further monitoring would strengthen consistency across the service, such as reviewing children's learning observations and mealtime experiences. In addition, introducing more formal observations of staff practice and peer monitoring would support the sharing of effective practice, enhance staff skills and promote greater consistency across the team.

The manager ensured that new staff were safely recruited. National induction resources were used to help new staff understand their roles, expectations and responsibilities. Staff spoke positively about how this promoted confidence in their role and described feeling part of a strong, supportive team.

Staff told us they felt "very well supported" by the "approachable" manager. Staff meetings provided opportunities to reflect on children's individual needs, share learning and discuss planning and developments within the service. Management valued staff contributions and were keen to distribute leadership roles. As a result, staff were taking on additional responsibilities, such as leading specific areas of the environment. This helped staff feel valued and empowered, contributing to ongoing improvements across the service.

Children play and learn 4 - Good

Quality indicator: Playing, learning and developing

We evaluated this quality indicator as good, where there were important strengths within the setting's work and some aspects which could benefit from improvement.

Children were happy and having fun as they confidently explored the play spaces indoors and out. They participated in a variety of experiences which included hunting for insects, cooking in the role play areas and exploring the sensory play on offer. Parents commented positively on the range of play experiences. One parent commented: "My child is always talking about the new things they have learnt. They have done dancing, singing, been outside, on walks and to the woods, they have had a fun session with bouncy castles, gifts, planting seeds, learning about astronauts are just some I can think of."

Children benefited from a mix of planned and spontaneous play experiences and staff were continuing to develop their approaches to planning. Children were involved in the planning process as their thoughts and ideas were gathered in floor books and mind maps. Children's learning was shared regularly with parents through daily interactions, learning journals and photo updates on a closed Facebook group. This helped parents stay informed and involved in their children's learning. However, observations did not yet consistently hold enough information to fully support all children in identifying their interests and learning needs. Next steps were not always developmentally appropriate or focused on significant learning to support progression. We discussed this with management who advised this was part of ongoing improvements.

There were opportunities available for children to develop their language, literacy and numeracy skills. Storytelling and singing took place individually and in small groups throughout the day. A variety of mark making tools supported children's emerging writing skills. The use of environmental print, such as packaging and signs, provided opportunities for children to recognise and become familiar with letters. Mathematical language was used as children and staff played games, counted and measured. As a result, children were supported to develop key language, literacy and numeracy skills through their play experiences.

Staff played alongside children, offering support and encouragement during their play. They praised children's achievements, made suggestions and helped them find the resources they needed. Interactions were patient and enthusiastic, with staff engaging in children's games. However, children would benefit from more use of open ended questions to extend their thinking and support their curiosity and problem solving skills.

Children had access to some digital and exploratory technologies that supported their play and learning. This included opportunities to use the smartboard and light table, as well as explore older technologies such as cassette players, phones and cameras. The manager had recently completed training and was keen to further develop this area to broaden children's experiences and strengthen their lifelong digital skills.

Community links further enriched children's play and learning experiences, and supported a sense of belonging through regular visits to local amenities, including parks and woodland areas. A parent shared: "There are lots of opportunities for outdoor play which has developed a lot. Many walks within community and woods."

Children are supported to achieve 4 - Good

Quality indicator: Nurturing care and support

We evaluated this quality indicator as good, where there were important strengths within the setting's work and some aspects which could benefit from improvement.

Children experienced nurturing, warm and caring interactions from staff who knew them well and showed a genuine interest in their wellbeing. Staff responded sensitively to children's cues, providing cuddles and comfort when needed, helping children feel settled and secure. A child commented: "I really like my teachers because they are nice to me." Parents spoke positively about the care their child received highlighting the strong relationships they and their children had with staff. A parent told us: "Turriff Playgroup staff are very kind, caring and compassionate. Although my child has one key member of staff assigned to them, all of the staff are genuinely interested in the wellbeing, happiness and learning experience of my child."

Personal plans were in place for all children and had recently been reviewed with families. Overall, plans identified children's health, safety and welfare needs, and keyworkers demonstrated a good understanding of the children they supported. Effective partnership working with other professionals helped staff identify children's needs and implement appropriate strategies to support them.

Staff were knowledgeable about children's health needs and knew the signs, symptoms and actions to take where a child may require medication. We advised a few improvements to the recording of medication which were immediately actioned by management.

Children's health and wellbeing was supported through nutritious food options and access to fresh water throughout the day. Staff were aware of children's allergies and dietary restrictions, which helped ensure their safety. Children had opportunities to develop independence by serving their own side dishes and drinks, and at snack time they helped prepare fruit. Staff sat with children, supporting positive relationships. However, this was not always consistent, at times staff were focused on other tasks, such as serving in the kitchen area or clearing dishes. This had the potential to impact on children's safety and did not support a social mealtime experience. We observed improvements during children's mealtimes on the second day of inspection. The manager and staff should continue to review mealtimes to help support positive experiences for children.

Safety practices were well-established, with children's names and numbers recorded and updated throughout the day to ensure accurate ratios. Staff communicated effectively when moving between indoors and outdoors, helping to maintain appropriate supervision. They supported children's developing awareness of risk by using reflective language, such as asking whether they felt safe. Accident and incident procedures, along with clear child protection processes, contributed to a well-organised and safe environment. During the inspection, we identified a few areas that posed potential risks, such as tyres placed against the fence which could enable climbing into the car park. Management addressed this immediately and removed the items. Going forward, staff should continue to build confidence in identifying potential hazards and ensure risk assessments accurately reflect practice.

Children received respectful and sensitive support with personal care routines. Staff sought children's permission before providing personal care and responded in ways that promoted dignity. Children were encouraged to develop independence through handwashing and self-care activities, supporting their confidence and self-help skills.

Connections with families enhanced engagement and contributed positively to children's experiences. The setting provided a warm and welcoming environment where families felt valued and supported. Parents spoke highly of communication with staff and valued opportunities to come into the setting, such as stay and play sessions. Encouraging families into the playroom more regularly would help strengthen partnership working and support children's transitions. We signposted the service to the Care Inspectorate practice note, *Me, My Family and My Childcare Setting*, to support further reflection.

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	4 - Good
Leadership and management of staff and resources	4 - Good
Children play and learn	4 - Good
Playing, learning and developing	4 - Good
Children are supported to achieve	4 - Good
Nurturing care and support	4 - Good

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