Tiny Tots Nursery
Day Care of Children

Kenilworth Court
North Carbrain
Cumbernauld
Glasgow
G67 1BP

Telephone: 01236 454 100

Type of inspection:
Unannounced

Completed on:
2 June 2026

Service provided by:
Tiny Tots Nursery Limited

Service provider number:
SP2003000992

Service no:
CS2003004785

About the service

Tiny Tots Nursery is registered to provide a care service to a maximum of 107 children not yet attending primary school at any one time. Of these, no more than 18 children can be under two years, no more than 25 children can be aged two to under three years, and no more than 64 can be children aged three years to those not yet attending school. The service is a private organisation, and the provider is Tiny Tots Nursery Limited. The nursery also works in partnership with North Lanarkshire Council to provide funded places to eligible children.

Care is provided from a purpose-built, single-storey building within the Seafar area of Cumbernauld, North Lanarkshire. It is close to local parks, shops, transport routes and other amenities. Children are accommodated within five separate playrooms, each with direct access to a secure, enclosed garden.

About the inspection

This was an unannounced inspection which took place on 1 and 2 June 2026 between the hours of 08:30 and 16:30. 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 since the last inspection. In making our evaluations of the service we:

- Spoke with children using the service,
- Gathered feedback from six families through online questionnaires and in person,
- Spoke with staff and management,
- Observed practice and daily life,
- Assessed core assurances, including the physical environment, and
- Reviewed documents.

As part of the inspection, core assurances were considered to ensure children are safe, the environment is well maintained, and the service is operating in line with legal requirements.

Key messages

- Leadership was underpinned by a clear, values-driven vision centred on children's rights, wellbeing and inclusion, supporting a safe, nurturing and equitable environment.
- Induction, training and recruitment processes are robust and supportive, contributing to a confident, valued workforce. As a result, children benefit from skilled staff who understand their roles and provide high-quality care and learning.
- Children experience a calm, enabling environment with high levels of choice and ownership over their play. Open-ended resources support creativity and imagination, leading to confident, independent learners.
- Opportunities for free flow between indoor and outdoor spaces enhance independence, choice and wellbeing, supporting children to feel a strong sense of belonging.
- Strong partnerships with families extend learning beyond the setting through shared experiences and communication. This supports continuity in children's learning and strengthens engagement with families.

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

QIs inspected: 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.

Tiny Tots Nursery demonstrated a clear commitment to providing a safe, inclusive and nurturing environment that supports positive outcomes for children. The service is guided by a strong vision and values centred on wellbeing, equity and continuous improvement, with a recent review reflecting a clear commitment to children's rights. This was reinforced by positive feedback from families, who described the nursery as a "fantastic service, from management team down to nursery practitioners." Staff were effectively deployed to support consistent, child-led learning experiences. As a result, leadership ensured children experienced consistent, high-quality care and learning in a well-organised, nurturing environment.

Children, parents and staff were meaningfully involved in consultation, informing decision-making and shaping the service's approach. Families reported they were "always welcomed and views are listened to", with opportunities to contribute through sessions and ongoing discussions. Staff described being actively involved in self-evaluation and reflective dialogue. This shared approach ensured leadership remained responsive to the needs of its community. As a result, children experience continuity in care, feel respected and develop confidence, wellbeing and engagement in their learning.

The embedding of SIMOA (Safety, Inspect, Monitor, Observe, Act) further strengthened the setting's safety culture. Staff used the elephant character creatively to support children's understanding of safety and their right to be safe, aligning with the 'Keeping Children Safe' campaign. This supported meaningful conversations and modelling of safe behaviours. This supported children to develop confidence, as well as an awareness and a growing sense of responsibility for their safety and wellbeing.

Leadership demonstrated a clear commitment to improvement, informed by self-evaluation evidence including data, stakeholder feedback and observations. Staff described a culture where they were encouraged to reflect and contribute to improvement. Priorities were identified, including inclusive practice and planning. Structured approaches and shared leadership supported implementation. This meant that children benefit from more responsive and inclusive care and learning.

There was evidence of increasing leadership capacity, with staff beginning to take on leadership roles and contribute to improvement activity. Strengthening this further would support consistent outcomes for children and families.

Monitoring systems, including audits of learning journals, were in place to support consistency. Children's next steps were identified and reviewed to support progression. Further refinement would strengthen consistency across documentation. As a result, children's learning is tracked and supported, helping staff to build on their progress.

The service demonstrated a structured approach to quality assurance through monitoring, consultation and self-evaluation. Monthly learning walks and targeted audits supported evaluation of staff deployment, environments and resources. This meant that, children experienced more consistent and purposeful care and learning, supporting their engagement and progress.

Children and families were involved in self-evaluation through approaches such as garden reviews, rights-based discussions and 'through the eyes of a child'. These approaches supported children to influence their experiences and strengthened family engagement. Leadership oversight through analysis of quality assurance activity supported informed decision-making.

Induction processes were in place and informed by national guidance, with mentoring arrangements supporting new staff. A training overview identified completed learning and gaps. Staff were involved in recruitment, supporting safe practice, and described a positive and collaborative team culture. Training was well managed through an online system, ensuring mandatory requirements were up to date. Policies were shared with families and opportunities provided to contribute to reviews. Families highlighted "honest and open communication" and "great rapport" with staff, reflecting positive relationships.

Leadership fostered a positive culture of reflection, collaboration and improvement. Management were visible, approachable and supportive, contributing to staff confidence and teamwork. As a result, children benefit from consistent, high-quality care and learning supported by a confident workforce.

QIs inspected: Staff skills, knowledge, values and deployment.

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.

There was a strong commitment to developing staff skills, knowledge and values. This was underpinned by effective use of national guidance and best practice, including 'Realising the Ambition', 'Curriculum for Excellence' and 'GIRFEC' (Getting It Right For Every Child). Staff confirmed that professional learning had enhanced their ability to plan meaningful experiences, support children's development and respond effectively to individual needs.

Staff were able to clearly articulate how their professional learning had positively influenced their practice and enhanced the quality of experiences offered to children. They demonstrated confidence in extending children's play and supporting learning appropriately. Staff showed a clear understanding of their role in driving improvement through self-evaluation, contributing to reflective discussions, staff meetings and peer review activities. This supported a shared understanding of practice and ongoing development across the team.

Staff felt empowered to contribute ideas, initiate change and trial new approaches to enhance children's experiences. The introduction of distributed leadership, including champion roles and peer support from more experienced staff, was beginning to strengthen leadership capacity across the service. Further development of this approach will support sustained and consistent improvement.

Regular team meetings, alongside smaller room-based discussions, provided valuable opportunities for evaluative dialogue, shared problem-solving and forward planning. This ensured that improvements were informed by staff insight and closely aligned to children's needs. As a result, children benefit from more responsive, reflective practice that supports their learning, development and wellbeing.

Staff deployment was effective and responsive to children's needs, with staff positioned strategically to support care, learning and emotional wellbeing. Flexibility in deployment enabled staff to respond to children's engagement and interests, while effective communication systems, including radios and verbal updates, supported awareness of children's movements and prioritised their safety. Clear systems and

guidance, including supervision arrangements, safeguarding procedures and outdoor risk assessments, were in place and understood by staff. Regular team discussions, including a focus on health and wellbeing, supported consistency in implementing these approaches. As a result children experienced safe, well-supported and responsive care and learning, where their wellbeing was prioritised and they were able to engage confidently in play.

Communication across the nursery was described by staff as effective, with clear information sharing between managers and senior staff. Staff valued opportunities to contribute their views through questionnaires, one-to-one meetings and regular discussions. Audits of practice and experiences were in place, with feedback described as supportive and constructive, enabling staff to reflect on and improve their practice. Families also highlighted the positive relationships staff build, noting that practitioners "genuinely care and want to do right by each child", reinforcing the nurturing and responsive approach observed. This led to, children experiencing safe, nurturing environments, with staff responsive to their needs, supporting wellbeing and learning.

Children play and learn — 5 - Very Good

QIs inspected: 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 experienced a calm, enabling environment where they had strong ownership of their play and learning. Open-ended and natural resources supported creativity and imagination, allowing children to independently select resources and lead their own play. For example, children created playdough structures and engaged in imaginative scenarios such as preparing food in the mud kitchen. Staff interactions were positive and responsive, supporting children to develop social skills such as sharing and turn-taking. This meant that, children felt respected and supported, enabling them to engage confidently with others and extend their learning.

The environment supported creativity, exploration and sustained engagement. Children demonstrated curiosity and used resources in a variety of ways to extend their thinking. Outdoor provision complemented indoor experiences, providing opportunities for imaginative play and exploration in different contexts. One parent highlighted that their child enjoyed "playing outside, learning games and on the bikes", demonstrating the value of outdoor learning. Carefully planned provocations further enhanced engagement by stimulating curiosity and encouraging children to investigate ideas independently. As a result, children are motivated, confident and increasingly independent in their play and learning.

Children were supported to move freely between indoor and outdoor environments, promoting choice, independence and a sense of belonging. A garden group enabled children to contribute to the development of outdoor spaces and take responsibility for their environment. This supported children's confidence, inclusion and ownership of their surroundings.

Staff acted as positive role models and provided encouragement to support children's thinking and problem-solving. They demonstrated an understanding of when to lead and when to step back, allowing children to direct their own learning. There remained scope to further strengthen the consistency of skilled questioning to extend children's thinking across all staff.

Staff demonstrated a sound understanding of child development and adapted their practice to meet

individual needs. A range of approaches supported children's emotional, social, language, literacy and early numeracy development. Children confidently used language within their play to make sense of their experiences. For example, one child commented, "I am making a cake with four candles, I a 4 four", demonstrating emerging communication and numeracy skills in a meaningful context. Staff used children's interests to inform experiences and provided sensitive support, particularly for children who were settling. As a result, children experience inclusive, responsive care which supports their wellbeing and development.

Planning approaches reflected an understanding of developmental progression and provided a range of meaningful learning opportunities. Documentation, including floor books and personal plans, showed that next steps were identified and reviewed. Tracking systems supported staff to monitor progress and celebrate achievements. Families felt children accessed "a variety of learning experiences...with new toys and games which feels like every week". Further development would strengthen consistency across documentation. This supported children to experience learning that builds on their progress and achievements.

Children's achievements were celebrated, with displays of 'wow' moments supporting confidence and pride. Staff also drew on research-informed approaches, such as barefoot play, to support wellbeing and sensory development, sharing this with families.
Strong partnerships with families supported learning beyond the setting. Initiatives such as lending libraries and home learning opportunities encouraged children to extend learning at home and share experiences. Regular updates, alongside meetings and reports, supported families to understand progress and contribute to next steps.

Children's voices were beginning to influence planning through floor books and daily interactions, supporting responsive experiences. There was scope to extend this further within the environment and daily practice. As a result, children experience meaningful, engaging and child-centred learning with strong connections between home and the setting, supporting positive outcomes in their development.

Children are supported to achieve — 5 - Very Good

QIs inspected: 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 were supported by warm, caring and responsive staff who were highly attuned to their emotional needs. Staff demonstrated a clear awareness of children's verbal and non-verbal cues, enabling them to respond sensitively. Families reflected this, highlighted that staff "genuinely care and want to do right by each child" and develop strong relationships. This nurturing approach ensured children felt safe, valued and emotionally secure. As a result, children were confident to seek support, express their needs and engage fully in their play and learning, supporting their overall wellbeing.

Daily routines were well organised and responsive to children's needs. Transitions were smooth, supported by effective communication between staff, ensuring continuity of care and learning. Children were calm and engaged within a relaxed and predictable environment. Sleep arrangements were generally appropriate; however, the storage of sleep equipment near cleaning materials presented a potential infection prevention and control risk. This was addressed during the inspection, demonstrating responsive leadership and a commitment to maintaining safe environments.

Mealtimes were nurturing, inclusive and well organised. Staff supported children with warmth and

encouragement, promoting independence through opportunities such as self-serving and making choices. Staff showed a clear awareness of children's dietary needs and adapted support appropriately. Children were able to choose when to eat and continue their play, supporting autonomy. As a result, children experienced positive mealtime experiences which promoted independence, confidence and wellbeing.

Staff demonstrated a strong awareness of their responsibility to keep children safe. Effective supervision and strategic deployment ensured children were consistently supported across the environment. Regular headcounts and clear communication systems, such as walkie talkies, enabled staff to maintain awareness of children's movements while allowing them to move freely. As a result, children experienced a safe, well-supervised environment where they could explore confidently and develop independence within secure boundaries.

Personal plans were in place for all children and included key information to support their health, wellbeing and care needs. These were reviewed regularly with parents, supporting ongoing monitoring of changing needs. Information relating to children's development and learning, including next steps, reflected GIRFEC (Getting it Right for Every Child) and SHANARRI (Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included) wellbeing indicators. This ensured staff were well informed and able to respond to children's individual circumstances. As a result, children experienced consistent, responsive care that supported their health, wellbeing and development. Families also noted that children were supported to "express and work on emotions" and engage with peers, demonstrating positive emotional and social outcomes.

Medication was stored securely, with parental consent and clear administration records in place. Review processes supported oversight of children's health needs. There was scope to strengthen consistency in recording to ensure staff have clear and accessible information when administering medication, supporting a consistently informed approach.

Partnerships with families were strong and meaningful. Communication was supported through regular updates and opportunities for families to contribute to care approaches. Families were involved through shared experiences and home learning initiatives, supporting continuity between home and the setting. Policies were shared and reviewed with families, promoting transparency and consistency. This meant that children experienced strong connections between home and the setting, supporting security, wellbeing and positive outcomes in their development.

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

To support children's wellbeing, learning and development, the provider should ensure staff are deployed effectively to meet the needs of the children. This should include, but not be limited to:

a) staff deployment being well planned to provide stability and continuity to children; and

b) staff caring for children understanding their needs and personal preferences.

This is to ensure care and support is consistent with Health and Social Care Standards (HSCS) which states: 'I am supported and cared for by people I know so that I experience consistency and continuity' (HSCS 4.16).

This area for improvement was made on 1 November 2024.

Action taken since then

The service took appropriate action to strengthen safety and oversight. This included consulting with staff on flexible working arrangements, introducing digital systems to support accurate sign-in and sign-out of children, implementing regular headcounts, and enhancing monitoring across all staff roles. This supported the development of safe, effective and consistent approaches to risk management and safeguarding practice.

As a result, this area for improvement has now been met.

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
Staff skills, knowledge, values and deployment	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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