Greenbank Pre-school
Day Care of Children

Greenbank Church
Braidburn Terrace
Edinburgh
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Telephone: 01314 478 068

Type of inspection:
Unannounced

Completed on:
1 October 2026

Service provided by:
The Church Board Of Greenbank Church

Service provider number:
SP2003003135

Service no:
CS2003013360

About the service

Greenbank pre-school provides a daycare of children service. The service provides a care service to a maximum of 30 children aged between three years to entry to primary school age.

The service operates within a church building which is situated in a residential area within Edinburgh City. The service is close to woodland walks and other local amenities. Children were cared for in dedicated areas. They had access to a large hall, toilets, kitchen space and direct access to outside play spaces.

About the inspection

This was an unannounced inspection which took place on 30 September between 09:30 and 15:50 and 1 October 2026 between 09:15 and 13:20. Feedback was shared with the service on 1 October 2026. 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 complaints information, information submitted by the service and intelligence gathered throughout the inspection year.

To inform our evaluation we:

- Spent time with children using the service.
- Received 16 completed questionnaires from families.
- Received three completed questionnaires from staff.
- Spoke with staff and the management team.
- Spoke with four parents during the inspection.
- Assessed core assurances, including the physical environment.
- Observed practice and daily life.
- 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

• Staff and families were meaningfully involved in self-evaluation, supporting a positive culture of continuous improvement.
• Staff benefitted from regular training opportunities which helped to develop their practice.
• Management should further develop monitoring and quality assurance systems to ensure currant guidance is followed.
• Children experienced a warm and welcoming environment that helped them to feel valued and respected.
• Children benefitted from regular free-flow opportunities to outdoor play and learning.
• Staff had developed more collaborative planning approaches, which was beginning to support them with responsive practice to children's interests.
• Children and their families experienced warm, caring and responsive relationships with staff who knew them well.

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

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 had clear values and aims in place. The staff team had begun to review these to ensure they reflected current practice. This showed a willingness to reflect on and improve the service. Involving children and families in future reviews would help ensure the service continues to reflect their experiences and expectations.

An improvement plan was in place and identified meaningful priorities. For example, children's mealtime experiences and staff's understanding of responsive planning. Leaders recognised opportunities to strengthen monitoring processes to support greater consistency in practice. This would help leaders measure the impact of improvement priorities more effectively.

Staff and families contributed to self-evaluation and quality assurance activities. Feedback from families, alongside the use of the Quality Improvement Framework, helped ensure improvement priorities reflected staff and families' views of the service. This supported a culture of reflection and continuous improvement.

Recruitment and safeguarding processes were mostly effective in supporting children's safety. From the files we sampled, we found that all elements of safer recruitment practice had not been consistently followed. Not all references had been obtained prior to staff starting employment. Leaders addressed this during the inspection, demonstrating responsiveness and capacity to improve. We signposted the service to 'Safer Recruitment Through Better Recruitment' guidance, to support them with future recruitment. Induction arrangements were in place, and leaders recognised opportunities to strengthen these further. We signposted the service to the Early learning and childcare: national induction resource. This would help develop staffs understanding of their role and responsibilities through a more reflective approach.

Staff benefitted from annual professional development discussions that identified strengths and learning needs. Training was well supported through a range of approaches, including online learning, face-to-face training, professional reading and reflective discussions. Further developing how the impact of learning is recorded and reviewed would help staff demonstrate how professional learning improves outcomes for children.

Children's health and wellbeing was supported through some management systems. Accident and incident records were generally completed and shared with parents. Medication was stored safely and systems were in place that helped to keep children safe when they were at Forest School. Leaders had identified gaps in monitoring processes, including missing parental signatures. Monitoring and auditing processes should now be developed further to ensure all records are consistently completed, reviewed and aligned with current guidance. This will help ensure children continue to receive safe and responsive care.

Risk assessments were in place, including for Forest School experiences, and identified hazards and control measures. Leaders recognised opportunities to strengthen these further, particularly in relation to outdoor environments and identified risks to children's safety. They demonstrated a positive understanding of risk management and engaged well in discussions about improvement.

Prompt action and consistent implementation of clear plans would further reduce potential risks and provide greater assurance that children were kept safe. We signposted to the Care Inspectorate's SIMOA (safe, inspect, monitor, observe, act) campaign to support children's understanding of risk and personal safety.

Children play and learn 4 - Good

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 experienced a warm, welcoming and stimulating environment where they actively engaged in play and learning. A wide range of experiences and open-ended resources supported children to make choices, follow their interests and develop confidence and independence.

Children benefitted from an environment that supported early literacy and numeracy through books, mark-making materials and mathematical resources embedded in play. Increasing the use of visual supports, such as pictures of meals displayed on menus would further enhance children's communication, understanding and access to learning.

Children had access to resources that mostly encouraged their creativity, curiosity and imagination. Children used resources confidently and engaged well in imaginative play. Ensuring resources remained available for children to revisit and extend their learning would further support creativity and deeper engagement.

Children benefitted from free-flow opportunities to access outdoor play. Staff made good use of available spaces, allowing children to explore ideas, develop creativity and learn in different environments. A parent told us, "The outdoor balcony area is always accessible". Another parent shared, "the doors are always open, and the children are encouraged to be outside as much as they want". As a result, children were developing their confidence in their chosen play ideas across the setting.

Children's experiences were supported through different planning approaches. This included long-term, short-term and responsive planning. Staff had made positive progress in developing a more collaborative approach to planning, as they contributed to observations and children's learning experiences. Planning was beginning to support responsive practice. Further work to clearly identify children's next steps and evaluate the impact of experiences would help strengthen consistency, and ensure children continue to make progress in their learning.

Children's learning and development were monitored through individual observations and tracking systems. Observations were beginning to capture children's learning more effectively and demonstrated an increasing focus on individual progress. The service recognised that next steps were not yet consistently specific or meaningful. Developing these further would help staff provide more targeted support for children's learning and development, helping them to thrive and succeed.

Forest School experiences provided rich opportunities for outdoor learning and exploration. Feedback from families and staff highlighted their positive impact on children's wellbeing, resilience, creativity and understanding of the world around them. These experiences also supported children to develop confidence and important life skills through play.

Children are supported to achieve 4 - Good

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 warm and nurturing care that supported their wellbeing. Staff knew them well and responded to their individual needs. A parent told us, "they're all so supportive and wonderful". Another parent shared, "staff are welcoming and clearly care about the children". As a result, positive attachments between staff, children and their families had been developed.

Infection prevention and control practices were mostly effective and helped support children's health and wellbeing. Staff and children followed appropriate handwashing routines helping to reduce the risk of infection. Some aspects of practice would benefit from review. We discussed and signposted the service to current, Nappy changing for early learning and childcare settings guidance. This would further support the service with ensuring they consistently reflect current guidance and promote safe practice.

Children's mealtimes were beginning to support their independence and social development. Leaders had identified some inconsistencies in practice and had taken positive steps to address these through their improvement plan. There was scope to further strengthen mealtimes by providing more opportunities for children to develop their independence, helping them to further develop life skills. For example, introducing literacy and numeracy, ensuring appropriate utensils were available and encouraging staff to sit consistently with children. Continued monitoring and evaluation of mealtimes will help staff ensure all children experience a consistent, relaxed and nurturing approach.

Children had personal plans in place that recorded important information about their needs and preferences. Some records required further development to ensure key information and regular reviews were consistently documented. Strengthening personal planning arrangements would help ensure staff have access to accurate, up-to-date information. This would further support them to ensure documented information is accurate and reflects children's individual and changing needs.

The environment reflected children's identities and promoted a strong sense of belonging. Children's artwork was displayed throughout the setting, and they had access to their own trays and designated spaces for personal belongings. These approaches helped children feel valued and fostered a sense of ownership and connection to the nursery.

Partnerships with families were a key strength of the service. Families were welcomed into the setting and regularly involved in decisions about the service, including improvements to the outdoor environment. Parent representatives helped strengthen communication between families and the service. This collaborative approach ensured families' views influenced service development and supported positive outcomes for children.

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.scot.

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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