Woodland View Early Years
Day Care of Children

Woodland View Early Years
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Type of inspection:
Unannounced

Completed on:
9 June 2026

Service provided by:
East Dunbartonshire Council

Service provider number:
SP2003003380

Service no:
CS2003014680

About the service

Woodland View Early Years is based within Woodland View School which is located in the Kirkintilloch area of East Dunbartonshire. The service is registered to provide care for a maximum of 20 children aged two to five years with additional support needs. During the inspection four children accessed the service.

The service has one large playroom and access to the school facilities including, a sensory room, rebound room and soft play area. The accommodation includes a large secure outdoor playground. It is close to shops, local amenities and public transport routes.

About the inspection

This was an unannounced inspection which took place on 8 and 9 June 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 information, information submitted by the service and intelligence gathered since the last inspection. In making our evaluations of the service we:

- spoke with one family using the service
- gathered feedback from one family through online questionnaires
- spoke with staff and management
- 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

- Children were supported by staff who provided warm, responsive interactions, which helped them feel secure, valued and confident.
- Children experienced a good range of indoor and outdoor learning opportunities which supported their play and development.
- Children experienced improved outcomes as a result of strong partnerships with families.
- Quality assurance, self-evaluation and improvement planning were meaningful and having a positive impact on the outcomes for children and families.
- Leaders supported staff effectively through professional learning, mentoring and reflective practice, leading to consistent approaches and improved outcomes for children's wellbeing and development.

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	4 - 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

Quality indicator: 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.

Leaders established a clear and well-embedded vision, values and aims, which staff promoted consistently through assemblies, the learning environment and communication with families. The staff team demonstrated the values of achievement, respect and kindness in their daily interactions. This created a nurturing and respectful environment where children felt valued and supported, which enhanced their confidence, wellbeing and learning.

Leaders had effectively developed an improvement plan collaboratively with staff and quality improvement officers. This ensured clear and achievable priorities focused on improving outcomes for children. They engaged the team in regular weekly meetings, which supported reflective practice and ongoing review of learning and teaching. Leaders actively encouraged parental involvement through questionnaires, parents meetings and online e-journals, enabling families to share feedback and influence service development. This resulted in a shared understanding of improvement priorities, leading to sustained positive change and enhanced children's daily experiences. One parent commented, "We are always made aware of things happening in the service by posts on the app. The staff have questionnaires to ask how we feel the service could be better. These are given home or we can discuss at parents meetings."

Leaders recognised the importance of ongoing monitoring and auditing of key aspects of the service, including personal plans, the play environment and play experiences. They carried out a range of informal audits to review practice and identify areas for improvement. Further development of more systematic recording would strengthen their ability to clearly evidence identified actions and the impact of improvements made. This will support children to consistently experienced high-quality care and learning.

Leaders had implemented effective induction and appraisal processes, supporting staff's professional learning and development. They embedded a strong values-based approach, ensuring staff understood and applied the ethos of the service in their practice. Leaders provided approachable leadership, with mentoring and regular opportunities to reflect on practice. Staff accessed relevant training, including rebound therapy, moving and handling, Makaton and Childsmile , which developed their skills and confidence. This resulted in a consistent approach to practice and improved staff confidence, supporting positive outcomes for children's wellbeing and development.

Children play and learn 4 - Good

Quality indicator: Play learning and development

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.

Staff provided warm, respectful interactions and listened attentively to children, describing their play and responding sensitively to their cues. They positioned themselves alongside children, offering support when needed while allowing children to lead their play. For example, staff gently sang alongside a child engaged in a pouring and filling experience. Another supported block play in the soft play, building towers which children enthusiastically knocked down. One child laughed and giggled while anticipating movement on a large ball, as staff responded playfully. These positive, responsive interactions supported children's confidence, engagement and enjoyment in play and learning.

Children experienced a variety of indoor and outdoor learning opportunities which supported their play and development. Outdoors children accessed resources, including a trim trail, mud kitchen and sand and water play, encouraging active play, exploration and physical development. Indoors, children's play was enriched from access to spaces such as soft play, a rebound room and sensory areas. Staff supported and encouraged children's participation across these environments. As a result children were engaged and physically active in their play, supporting their wellbeing and overall development.

Staff effectively supported children to establish a routine and predict what would happen next through a structured timetable. However, we discussed the need for greater flexibility in responding to children's individual interests within this structure. For example, spending longer at activities when children are highly engaged. Developing responsive approaches which build on children's interests and emerging learning would enhance practice. This alongside open ended resources, would further promote children's curiosity, creativity and deeper engagement in their learning.

The service provided an inclusive communication environment. Staff used objects of reference, Boardmaker symbols and visual timetables to support children's communication and transitions. These approaches helped children engage in daily routines. To encourage two-way communication, staff should ensure communication supports are easy for children to access independently. For example, objects of reference and daily visual planners should be clearly visible and positioned at children's height. This would support children to communicate their needs and make choices, supporting their confidence and wellbeing.

Staff used individual education plans effectively to support children's learning and development. They used recognised frameworks to identify clear, achievable targets and monitored progress through observations, photographs and an online assessment framework. Next steps were identified across key areas, supporting a consistent and structured approach to planning for children's development. Further streamlining a single, concise format to collate next steps, would support staff to access key information more easily when planning. Overall, targeted planning approaches supported improved outcomes for children's learning and development.

Children are supported to achieve — 5 - Very Good

Quality indicator: 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.

Staff provided a nurturing and calm start to the children's day, responding sensitively to their individual needs. They demonstrated a strong understanding of individual needs and consistently implemented effective strategies. This included targeted one-to-one support and reassurance where needed. As a result, children felt safe, valued and settled, supporting their emotional wellbeing and readiness to engage in the day.

Children's personal care routines were carried out with privacy and dignity. Staff demonstrated a nurturing and responsive approach, offering appropriate praise and reassurance to put children at ease. This supported children to feel secure and cared for.

Staff implemented effective systems and practice to ensure children's health, safety and wellbeing were well supported. Medication records reflected good practice guidance. Staff used individual risk assessments effectively to enable all children to safely access and participate in the play environment. All staff had completed child protection training and demonstrated a clear understanding of their responsibilities. This all contributed to a safe and secure environment where children's wellbeing was consistently promoted.

Staff supported positive snack experiences by offering children choice and promoting interaction. They provided nutritious options and sat with children, creating a relaxed and sociable atmosphere. However, snack was part of the structured timetable, and children were not always ready to eat. While staff respected children's choices, play was sometimes interrupted or stopped to offer snack. We discussed how a more flexible approach, such as providing snack and drinks when children were ready, could better support individual routines. Consequently, children experienced warm, social snack times, but greater flexibility would further support their independence and choice.

Children's wellbeing was supported through effective personal planning. Staff worked collaboratively with families to ensure they were central to decision making about their child's care and support. Plans included detailed information about children's preferences, routines, likes and dislikes, reflecting staff's strong knowledge of each child. As a result, children's individual needs were well met, helping them feel secure, valued and confident within the setting.

Staff effectively celebrated children's achievements through both informal and structured communication with families. They shared children's successes in the moment through daily discussions at drop-off and collection times. They used talkers at the end of each session to reinforce key experiences. Staff also used an online platform to provide regular updates, including twice-weekly posts which often highlighted new or unfamiliar experiences, helping families understand children's learning more fully. As a result, families were well informed and engaged in their child's learning, supporting children's confidence, wellbeing, and ongoing progress. One parent told us "The progress my child has made since accessing this service has been more than I could have imagined. The staff know my child so well and make their sessions interesting and fun. They are so caring and supportive. They include us as a family with all aspects of their learning."

Staff provided a wide range of opportunities to engage families in the life of the setting and support partnership working. These included coffee afternoons, parent evenings and newsletters, which invited feedback from families. The service also offered opportunities such as transition visits to primary one and events including teddy bears' picnics, which helped build positive relationships between staff, children and families. The principal teacher developed an online Makaton programme, supported by a coffee morning to encourage discussion; some families found this very helpful, and the resource remained available for others to access flexibly. As a result, children experienced a supportive and inclusive environment where positive partnerships with families contributed to their wellbeing, confidence and sense of belonging.

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

Children play and learn	4 - Good
Playing, learning and developing	4 - Good

Children are supported to achieve	5 - Very Good
Nurturing care and support	5 - Very Good

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