Braehead Primary School Nursery
Day Care of Children

Springfield Road
Stirling
FK7 7RG

Telephone: 01786 462 770

Type of inspection:
Unannounced

Completed on:
18 August 2026

Service provided by:
Stirling Council

Service provider number:
SP2003002689

Service no:
CS2003015609

About the service

Braehead Primary School Nursery is registered to provide a daycare service to a maximum of 32 children aged three to those not yet of an age to attend primary school.

The service is provided by Stirling Council and is located in Braehead, Stirling. It is situated alongside Braehead Primary School and is supported by a shared leadership team across the nursery and school. The setting benefits from a spacious playroom, two outdoor garden areas with direct access from the playroom, a family room, a large welcoming entrance hall, and access to a range of school facilities and learning spaces.

About the inspection

This was an unannounced inspection which took place on 17 August 2026 between 9:00 and 17:30 and 18 August 2026 between 08:00 and 15:00. Feedback was shared with the service on 18 August 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 and complaints information, information submitted by the service and intelligence gathered since the last inspection.

To inform our evaluation we:

- spent time with children using the service
- received feedback from 12 families of children who attend the service
- spoke with staff and the management team
- spoke with two families in person
- 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

- Children were safe, secure and valued through warm, nurturing relationships.
- Strong leadership and teamwork promoted a positive culture of continuous improvement.
- Children's interests and choices shaped engaging learning experiences.
- Effective partnerships with families and the wider community supported positive outcomes.
- A strong focus on communication, language and wellbeing helped children thrive.
- Enhancing challenge, significant learning and next steps will support maximise progress.

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

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.

The setting's values of being respectful, inclusive, safe, connected and kind were evident throughout children's daily experiences. Through planned and spontaneous learning opportunities, children explored and demonstrated these values in meaningful ways. For example, visits to a local care home helped children develop respect and positive connections within their community. These experiences supported children's confidence, social skills and sense of belonging.

Plans had been established for children, families and staff to review the vision, values and aims of the service, helping to ensure they remained relevant and meaningful. Values were promoted through newsletters, the service website and displays, helping families understand how they were embedded in practice. Children's rights were evident through planning and interactions. Work towards starting the Rights Respecting Schools Award demonstrated a commitment to embedding children's rights and engaging families.

Parents spoke positively about their experiences of the nursery. They described the setting as welcoming, flexible and responsive to family needs. One parent shared, "My child thoroughly enjoys attending Braehead Nursery and I feel confident leaving them in the care of staff." This reflected the trusting partnerships established with families and contributed to children and parents feeling confident, safe and connected.

Improvement planning was detailed and informed by robust self-evaluation processes. With future priorities shaped by feedback from families and staff. In response to parental feedback, staff had increased opportunities for children to influence their environment and experiences through consultations and challenge questions. This strengthened children's voice, choice and ownership of their learning. We discussed the importance of continuing to evidence actions taken in response to feedback and the impact achieved. This would help families recognise that their views were valued and had informed improvements.

Staff reported increased involvement in self-evaluation through questionnaires, professional learning and reflections. Observations of practice and constructive feedback supported ongoing improvement. Leadership responsibilities had been established across the team, although staff were at different stages in developing confidence within these roles. Continued opportunities to share learning and good practice would help maximise the impact of distributed leadership.

Strong partnership working with the school supported reflection and continuous improvement. Opportunities to share professional learning and pedagogical approaches were expected to promote greater consistency across both settings and improve outcomes for children. Engagement in quad working, visits to other settings and self-evaluation activities encouraged reflective practice and the sharing of effective approaches.

Team meetings had recently been introduced and demonstrated a clear focus on children's learning and individual needs. Planned developments in meetings were expected to further strengthen professional dialogue, reflective practice and shared understanding. We recommended that this approach continued to

ensure sustained improvement and positive outcomes for children.

A quality assurance calendar provided a structured approach to monitoring practice and promoted team ownership. Policies and risk assessments were routinely reviewed to support safe practice. Medication procedures supported the safe administration of medication, with appropriate consents and records in place. We identified that clearer review dates within documentation would further strengthen monitoring arrangements.

New staff were well supported through the National Induction Resource, mentoring and opportunities for reflection. Clear roles, responsibilities and development reviews helped all staff understand expectations and build confidence in their practice. Staff reported feeling supported, valued and increasingly confident, contributing to a positive culture of learning and continuous improvement.

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 learning environment where their interests, ideas and choices shaped play and learning. Practitioners responded well to children's curiosity, supporting independence and ownership of learning. As a result, children were engaged and motivated learners who enjoyed a range of experiences indoors and outdoors.

Free-flow outdoor learning opportunities promoted children's exploration, creativity and physical development. Families spoke positively about access to the garden and wider community. One parent shared, "We love that children are offered the opportunity to be outside regardless of the weather." Another praised the provision of outdoor clothing and resources to support outdoor play. Leaders had identified plans to further develop the outdoor environment, demonstrating a commitment to continuous improvement.

Children developed positive relationships with peers and practitioners. They collaborated well during play, shared ideas and demonstrated confidence, independence and responsibility. Intentional and responsive planning reflected children's interests, developmental needs and emerging skills, helping them feel valued and engaged in their learning.

Warm, responsive interactions helped children feel valued, listened to and respected. Practitioners used encouragement and some questioning to support learning. We discussed opportunities to further increase challenge within interactions to deepen children's thinking and problem-solving skills and support them to lead their own learning.

Children benefited from a strong focus on communication, language and early numeracy. Effective use of visual supports, responsive interactions and partnership working with speech and language services helped children communicate their thoughts, needs and ideas with confidence. The setting's achievement of Communication Friendly Environment awards further strengthened practice and supported positive outcomes.

Language, literacy and numeracy were embedded throughout daily routines and play. Storytelling,

imaginative play and open-ended resources fostered creativity, problem-solving and critical thinking. Children developed mathematical skills through everyday experiences, with plans to engage in the Magical Maths programme to further build confidence, strengthen skills and make learning maths fun.

While observations were beginning to capture children's interests and inform learning experiences, there was scope to strengthen the identification of significant learning and planning of timely next steps, helping ensure learning remained purposeful and progressive.

Tracking and monitoring approaches were becoming more effective in identifying children's individual needs and informing targeted support where required. Challenge and support groups had been established, and their impact was being recorded and reviewed. This enabled staff to identify the approaches and factors that were most effectively supporting children's learning and progress, helping to inform future planning and improve outcomes for children.

Stay and play sessions and ongoing feedback opportunities strengthened family's involvement in children's learning. Families valued these opportunities and told us they would welcome additional ideas and resources to support learning at home. We discussed how the service could further support families by sharing practical suggestions and activities to extend children's learning beyond the setting.

Parents spoke positively about their relationships with staff, commenting, "Staff are open to discussing my child's care and development" and "We work well together to get the best results for our child." These comments reflected strong and effective partnerships, helping to support children's wellbeing, development and positive outcomes.

Children are supported to achieve — 5 - Very Good

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 experienced warm, nurturing relationships with staff, peers and families. Positive interactions and consistent routines helped children develop a strong sense of security and belonging. Families spoke highly of the care and support provided, commenting, "You can see they genuinely care about the children." Children appeared calm, confident and engaged throughout the setting, demonstrating that they felt safe, valued and supported in their environment.

A range of resources, including feelings folders, puppets, books and sensory materials, supported children to understand and express their emotions. Children confidently discussed their feelings and reasons for them. Staff recognised the importance of revisiting wellbeing approaches such as wellbeing buddies, particularly with new children, helping them develop their understanding of safety, wellbeing and self-care.

Secure attachments were promoted through warm, responsive and compassionate interactions. Staff demonstrated a good understanding of individual children and used information within personal plans to support emotional regulation and wellbeing. They recognised when children required support and reassurance and when they would benefit from space and time to regulate independently. One parent commented, "Staff provide hugs and make sure children feel supported at all times", highlighting the nurturing relationships that children experience within the service.

Well-considered approaches supported children's transitions. Regular visits to school spaces promoted familiarity and emotional wellbeing, while families were actively involved in planning and feedback. Home visits were valued by families and helped children feel settled and secure.

Children were able to choose when to have lunch, reducing interruptions to play and promoting independence, choice and social interaction. Staff highlighted that the introduction of rolling lunches had created a calmer, more relaxed experience for both children and adults. Reviews of daily transitions, including lunchtime routines and visits to the local care home, demonstrated how observations and feedback informed small changes over time. This reflective approach contributed to continuous improvement and enhanced children's overall experiences and wellbeing.

Child-centred personal plans were reviewed every six months with families and clearly identified children's care and support needs. The new personal care plan formats successfully brought children's voices to life, capturing what mattered most to each child and ensuring their views meaningfully influenced planning. This strengthened child-centred practice and helped children feel respected, included and at the heart of decision-making.

Monthly audits and personal plan checklists helped ensure information remained current and responsive to children's changing needs. We discussed enhancing signposting between records to provide a clearer overview of children's wellbeing, development and progress.

Children benefited from regular engagement with the wider community. One parent commented, "The nursery clearly is outward looking and has strong connections with the community through the local garden, nursing homes and school." Visits to the local care home helped children develop confidence, respect and understanding of others while building meaningful intergenerational relationships. This contributed to the service achieving an intergenerational award and strengthened children's sense of belonging within their community.

Strong family partnerships were promoted through regular communication, learning journals, newsletters and Stay and Play sessions. This helped families feel valued and involved in their children's wellbeing and 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

The provider and management team should review and further develop personal plans for children so they can be used effectively to support their health well-being and safety needs. Consideration needs to be given to:

- having a manageable system to cross reference how children are supported if other agencies are involved in this.
- including techniques and strategies that will be used to support children achieve positive outcomes.
- information about changes to children needs or routines.
- reviews with parents that must happen at least six monthly or when circumstances changes.

This will help monitor progress and identify future needs.

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

'I experience high-quality care and support because people have the necessary information and resources' (HSCS 4.27).

This area for improvement was made on 2 May 2019.

Action taken since then

The team reviewed and strengthened personal plans to better support children's health, wellbeing and safety. Updated care plans reflected children's views and individual needs, with clear information on strengths, support arrangements and professional involvement. Staff demonstrated a good understanding of support strategies and plans were regularly reviewed with parents to keep information current. Six-monthly reviews and management audits ensured plans remained accurate, meaningful and responsive to changing needs.

This area for improvement has been met.

Previous area for improvement 2

The manager and staff should monitor the infection prevention and control practices in place to ensure guidance is fully implemented and followed by staff.

This is to ensure that I experience a high-quality environment is consistent with the Health and Social Care Standards (HSCS) which state that:

'I experience an environment that is well looked after with clean, tidy and well-maintained premises, furnishings and equipment' (HSCS 5.24).

This area for improvement was made on 2 May 2019.

Action taken since then

The manager and staff had strengthened infection prevention and control practices through regular monitoring, audits and discussion with the staff team. Staff demonstrated a good understanding of current guidance and implemented infection prevention and control procedures consistently in practice. Management oversight helped identify and address any areas for improvement promptly, ensuring guidance was fully embedded across the service.

This area for improvement has been met.

Previous area for improvement 3

The manager and staff should continue with plans to develop the service. These should include:

- Continuing to address the previous recommendations made.
- Develop leadership within the staff team
- Further develop the monitoring processes to assess progress being made.

This is to ensure I have confidence in the organisation providing my care and support and is consistent with the Health and Social Care Standards (HSCS) which state that:

'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19).

This area for improvement was made on 2 May 2019.

Action taken since then

The manager and staff had continued to develop the service through a planned approach to improvement. Previous recommendations had been addressed through focused actions, regular reflection and ongoing quality assurance activities.

Leadership capacity had been strengthened across the staff team, with staff taking on champion roles, contributing to self-evaluation, reflecting on training and participating in observations of practice. Monitoring and audit processes had been further developed to assess progress, identify areas for improvement and support continuous improvement. As a result, the service demonstrated a improved commitment to learning, reflective practice and achieving positive outcomes for children and families.

This area for improvement has been met.

Previous area for improvement 4

The provider should support staff to develop their understanding of early learning pedagogy and play to ensure there is a shared understanding. This would ensure:

- the curriculum framework is based firmly on play and active learning
- children can explore the world around them and develop knowledge and understanding in their own way and in their own time
- well-timed and skilled interventions effectively promote children's creativity, extend their thinking and widen their skills.

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

'As a child, I can direct my own play and activities in the way that I choose and freely access a wide range of experiences and resources suitable for my age and stage, which stimulate my natural curiosity, learning and creativity' (HSCS 2.27).

This area for improvement was made on 2 May 2019.

Action taken since then

The setting supported staff to strengthen their understanding of early learning and play through training, reflection and collaborative working. Staff demonstrated a shared commitment to child-centred, play-based learning that reflected children's interests and developmental needs.

Children were involved in leading their own learning through a balance of planned and spontaneous experiences. Staff have supported learning through meaningful interactions, with ongoing plans to share practice and further enhance consistency, confidence and the quality of learning experiences.

This area for improvement has been met.

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	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

To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and help services to improve. We also investigate complaints about care services and can take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

You can also read more about our work online at www.careinspectorate.scot

Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.gov.scot

0345 600 9527

Find us on Facebook

Twitter: @careinspect

Other languages and formats

This report is available in other languages and formats on request.

Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànain eile ma nithear iarrtas.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿਚ ਉਪਲਬਧ ਹੈ।

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.