# Broomlands Primary School Nursery
# Day Care of Children

Ednam Road
Kelso
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Telephone: 01573 227 452

**Type of inspection:**
Unannounced

**Completed on:**
9 September 2026

**Service provided by:**
Scottish Borders Council

**Service provider number:**
SP2003001976

**Service no:**
CS2003016108

## About the service

Broomlands Primary School Nursery, is located in a residential area of Kelso in the Scottish Borders. It is close to transport links, schools and local amenities. The service is registered with the Care Inspectorate to provide a care service to a maximum of 60 children at any one time from two years to not attending primary school, of whom no more than 10 are under three years. On the day of inspection 40 children were in attendance.

The nursery class was situated in the primary school. The nursery have two main play areas, toilets, kitchen area and its own entrance space. The outdoor area is accessed directly from the playroom.

## About the inspection

This was an unannounced inspection which took place on 07 September 2026 between 8:30 and 17:00. 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.

During the inspection, we:
- spoke with children using the service,
- received feedback from 10 parents,
- spoke with the senior leadership team and staff,
- observed practice and children's experiences,
- assessed core assurances, including the physical environment,
- observed the environment, and
- reviewed relevant documentation.

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 warm, nurturing and respectful care, which helped promote their wellbeing and secure relationships.

- Leaders and staff showed a clear vision and strong commitment to the service, supporting ongoing improvement and positive outcomes for children.

- Children were engaged through access to high-quality resources and a variety of play environments that reflected their interests.

- A strong emphasis on outdoor play, opportunities to explore natural environments, and meaningful links with the local community, including the local care home, contributed positively to children's learning and development.

- Planning systems within the rooms were being reviewed to strengthen approaches to supporting children's skill development.

- Positive partnerships with families were encouraged through a welcoming and inclusive environment.

## 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.

The service had a clear vision, values and aims. These were being reviewed alongside the Broomlands Charter to ensure they remained relevant and reflected the values of connection, courage and compassion. Staff and families were actively involved in the process, and children's views were planned to inform the final version.

Self-evaluation was well organised and embedded in practice. It supported reflection, informed decision-making and continuous improvement. This had contributed to significant improvements across the service and positive outcomes for children, families and staff.

A robust auditing programme supported children's safety, wellbeing and outcomes, with leadership responsibilities increasingly shared across the staff team. Early Years Practitioners had developed greater ownership of quality assurance processes, including the review and monitoring of personal plans. Audits were completed across areas such as the environment, personal planning, literacy, numeracy and planning for play, with findings used to inform action plans and improvement priorities. The use of risk assessments supported safer and more responsive environments. Risk assessments were regularly reviewed, and accident and incident forms were completed appropriately. The service understood when notifications to the Care Inspectorate were required and submitted them as appropriate. This meant that the areas for improvement relating to risk assessments and accident and incident recording had been met **(see section, "What the service has done to meet any areas for improvement we made at or since the last inspection").** Auditing processes also identified opportunities to strengthen observations, next steps and planning, which had been incorporated into the service improvement plan. Continued oversight of medication, accident and incident records will support the service to sustain the positive progress achieved.

Staff demonstrated a strong commitment to delivering high-quality experiences for children and spoke positively about improvements made across the service. They accessed a range of relevant learning opportunities and were motivated to continue developing their practice. Induction processes were completed and tailored to individual staff needs, helping staff feel welcomed, supported and valued. Recording professional learning, reflections and the impact of training within team meeting records would provide a clearer overview of workforce development. Providing supply staff with a simple induction and relevant information about children's support needs would further promote consistency of care and learning.

The toilet facilities had been redesigned in line with best practice guidance. Toilet doors had been adapted and a call bell system installed to enable children to request support when required. Staff could continue to encourage children to use these facilities independently. Some minor finishing work remained, that included painting the exposed cut edges of the doors. The previous area for improvement relating to the toilet facilities had been met **(see section, "What the service has done to meet any areas for improvement we made at or since the last inspection")**. During the inspection, the entrance doors were not consistently self-closing. This issue had already been identified, and arrangements were in place for repairs to maintain the safety and security of the premises.

## 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, settled and confident as they explored the environment and led their own play. Staff had enhanced the playrooms to create warm, welcoming spaces that supported a range of experiences, including construction, woodwork, creative play and wellbeing. Environmental, literacy and numeracy audits informed ongoing improvements, helping to develop learning opportunities and support children's curiosity, creativity and independence. Children moved freely throughout the playroom, although continued review of the layout would help ensure it remained accessible and responsive to the needs of all children.

Interactions were warm, caring and nurturing. Staff knew children well and understood their individual needs. They joined in play and used children's interests and experiences to extend learning and develop skills. The service had identified that some staff would benefit from further support to confidently use the language of learning and had included this within the improvement plan.

Children confidently accessed both indoor and outdoor play, engaging in a wide range of experiences that supported curiosity, exploration and skill development. Recent improvements to the outdoor environment had enhanced opportunities for literacy, numeracy, creativity and independent play. Children were involved in developing areas of the garden, which promoted a sense of ownership and belonging. Community partnerships, including links with local businesses and the care home, further enriched children's learning experiences. Parents commented "My child has been involved in playing in a mud kitchen, making potions, playing on all of the outdoor equipment, and participating in obstacle courses that they and the other children were allowed to build, which was also teaching them very good risk assessment skills" and "my child frequently comes home talking about all of the fun they had while playing in various ways that I feel have enriched them greatly. These include hairdressing, construction, and building, shop play, playing house with dolls and even a visit from an ambulance. Core learning skills have also been included in all of these activities such as literacy and numeracy".

The size and layout of the outdoor space presented challenges for effective supervision. During the inspection, less visible areas of the garden were not consistently within staff's line of sight, resulting in some interactions between children going unnoticed. This highlighted the need to review staff deployment to maintain oversight of all areas of the outdoor environment and support children to remain safe, supported and engaged.

Planning, observation and assessment processes were continuing to develop. Staff met regularly to share ideas and contribute to planning informed by observations, professional judgement and children's interests. While progress had been made, planning was not routinely evaluated and responsive practice was not always consistently recorded, resulting in missed opportunities to identify learning and plan meaningful next steps. Observation systems linked learning to the curriculum, wellbeing indicators and identified next steps, and snapshot observations were shared with families. However, the quality and consistency of observations varied, next steps were not always reviewed, and tracking information did not consistently evidence children's progress over time. Leaders had appropriately identified this as a key improvement priority. As a result, the previous area for improvement relating to planning, observations and assessment had not yet been met and will be carried forward within this report **(see section, 'What the service has done to meet any areas for improvement we made at or since the last inspection').**

## 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.

Children were well supported and enjoyed positive relationships with staff. Interactions were warm, caring and nurturing, with staff demonstrating a good knowledge of individual children. A parent commented, "My child has had some issues settling into the setting. The staff have been so warm and welcoming and very supportive of this. They take time with my child and engage them in activities to ensure they feel safe and comfortable and happy within the setting". At times, staff became task-focused, which reduced opportunities to fully respond to children's needs. Transitions throughout the day were generally well managed, with children familiar with routines and visual supports helping them understand what was happening next. Wellbeing resources, including Zones of Regulation (a framework that supports children sort feelings and energy levels into colour coded categories) were available; however, these were not used consistently to support children's understanding and expression of emotions. Gather times varied in quality, with some providing meaningful learning opportunities and others being less purposeful. The service had already identified this and was continuing to review daily routines. The previous area for improvement relating to daily routines had been met **(see section, "What the service has done to meet any areas for improvement we made at or since the last inspection").**

Snack was a positive experience that promoted children's independence and life skills. Children were supported to prepare for snack, serve themselves and engage in conversations with staff and peers. Lunch for the older children was less effective on the day of inspection due to the presence of staff who were unfamiliar with some children's needs. Although this was not reflective of usual practice, it highlighted the importance of ensuring all staff receive relevant information to support children effectively. Younger children benefited from eating in a playroom that was a familiar and nurturing environment. However, opportunities to further enhance social interaction during mealtimes could be considered. Overall, mealtimes were relaxed, nurturing and well supported and staff promoted positive relationships and role modelling throughout.

Children's health and wellbeing needs were met. Personal plans were completed, reviewed with parents and contained relevant information about children's needs. Children requiring additional support had detailed plans in place with appropriate strategies identified. Moving forward, information should be dated, the effectiveness of strategies evaluated and regular auditing maintained. Personal plans, chronologies and reviews should be kept up to date as staff continue to develop ownership of these processes. The previous area for improvement relating to personal planning had been met **(see section, "What the service has done to meet any areas for improvement we made at or since the last inspection")**. Medication was stored appropriately and supported by the required documentation, including care plans, medical information and audit processes. Ongoing auditing will help maintain good practice and minimise recording errors.

Significant work had been undertaken to strengthen relationships with families. Leadership had supported improvements in family engagement, this resulted in more meaningful partnerships and enhanced transition arrangements. Families had a range of opportunities to contribute to the life of the service through stay-and-play sessions, newsletters, digital updates and regular consultation opportunities. Feedback was gathered and used to inform improvements, this demonstrated that families' views were valued and acted upon. Parents spoke positively about the changes made and described feeling included, welcomed and supported. Some comments included, "Staff are always looking for us to get involved. There are regular stay and play session and there are regular question/involvement posts in the cloak room which staff encourage

parents to be part of" and "The setting often have a question on the board and opportunities to share our thoughts". Some parents would welcome more information about their child's learning and development, leaders were aware of this. The previous area for improvement relating to transitions and family engagement had been met **(see section, "What the service has done to meet any areas for improvement we made at or since the last inspection").**

Appropriate safeguarding records and chronologies were in place where required. There were opportunities to further strengthen information gathering and recording to better reflect how children's emotional wellbeing and attachments were being supported. Continued professional discussion around approaches to supporting behaviour would promote a shared understanding and consistent implementation of agreed strategies.

## 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 ensure children's health, safety and wellbeing, the service should record information about accidents, incidents and ensure these records are shared with families. Leaders and staff should update their knowledge and understanding on the records they must keep and the notifications required by Care Inspectorate. The service should refer to guidance such as Care Inspectorate (2025) 'Early Learning and Childcare Services: Guidance on records you must keep and the notifications you must make'.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: ' My care and support is consistent and stable because people work together well' (HSCS 3.19).

**This area for improvement was made on 29 September 2025.**

#### Action taken since then

The service had improved its approach to notifying the Care Inspectorate of significant events and demonstrated a better understanding of reporting responsibilities. Staff responded appropriately to a recent incident and managed the situation well.

Systems were in place to record accidents and incidents, including processes to inform parents and obtain their acknowledgement. Records were generally completed well; however, a small number of accident records had not yet been acknowledged by parents. The service should continue to monitor this to ensure records are signed in a timely manner.

Regular audits of accidents and incidents were undertaken to identify patterns, trends and any actions needed to reduce risk and improve outcomes for children. We found these systems to be effective and considered this area for improvement to be met. The service should continue to prioritise the auditing and review of accidents and incidents to support ongoing quality assurance.

**This area for improvement is met.**

### Previous area for improvement 2

The service should ensure risk assessments are reviewed and updated on an ongoing basis and take into account changes in the environment. This should prioritise the safety and wellbeing of children. The staff team should explore Care Inspectorate's Keeping Children Safe (SIMOA) campaign to support the service in evaluating and managing risks effectively.

This is to ensure that care and support is consistent with the Health and Social Care Standards, which state "My environment is secure and safe" (HSCS 5.17).

**This area for improvement was made on 29 September 2025.**

#### Action taken since then

Appropriate systems were in place to support health and safety, with SIMOA being used effectively to record, monitor and communicate relevant information. Key safety information was also displayed throughout the setting and for parents to view.
Risk assessments were in place and were reviewed regularly, and whenever circumstances changed. Staff were involved in discussions about risk, helping to ensure a shared understanding of procedures.

**This area for improvement is met.**

### Previous area for improvement 3

Leaders and staff should review the routines of the day including gather time, to ensure that children continue to have experiences and opportunities that support their learning, engagement and age and stage of development.

This is to ensure that care and support is consistent with the Health and Social Care Standards, which state 'My care and support meets my needs and is right for me' (HSCS 1.19) and 'I can maintain and develop my interests, activities and what matters to me in the way that I like' (HSCS 2.22)

**This area for improvement was made on 29 September 2025.**

#### Action taken since then

Transitions throughout the day were generally well planned. Children were familiar with routines and appeared to know what was happening next. Staff used visual signifiers effectively to support children's understanding of the daily routine and upcoming activities.
Gather times varied in quality. The morning session was used as a learning opportunity, while the session before lunch was primarily used for applying sun cream and was less purposeful. The service will continue to review these routines to ensure they provide meaningful opportunities for learning, engagement and wellbeing.

**This area for improvement is met.**

## Previous area for improvement 4

To support children's development needs and progression in learning, leaders and staff should develop planning for play, quality observations and effective assessments.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'My care and support meets my needs and is right for me' (HSCS 1.19)

**This area for improvement was made on 29 September 2025.**

### Action taken since then

Planning processes were continuing to be developed, with staff contributing to weekly discussions and experiences informed by observations, professional judgement and children's interests. However, it was not always clear how identified interests had been gathered or how they influenced planned experiences. While staff described responding to children's interests and learning in the moment, this was not consistently recorded.
Planning was not routinely evaluated, limiting opportunities to identify learning, assess the effectiveness of experiences and plan meaningful next steps. Leaders had appropriately identified these areas as improvement priorities.

Observation systems and tracking tools were in place and leaders used this information to identify gaps and inform planning. However, the quality and consistency of observations varied, with next steps not always completed or reviewed. Tracking records were also not always consistently updated, making it difficult to clearly evidence children's progress over time and the impact of planned experiences. Although progress had been made, planning, observation, assessment and tracking processes were not yet fully embedded. Consequently, we did not consider this area for improvement to be fully met.

**This area for improvement is not met.**

## Previous area for improvement 5

The provider should revisit best practice guidance 'Space to Grow and thrive (2024) and ensure the newly installed toilets meet best practice guidance. This would ensure children's wellbeing needs were met.

This is to ensure that care and support is consistent with the health and social care standards (HSCS) which state: 'The premises have been adapted, equipped and furnished to meet my needs and wishes' (HSCS 5.18).

**This area for improvement was made on 29 September 2025.**

### Action taken since then

The service had reviewed and adapted the toilet facilities, changes included modifying the toilet doors and installing a call bell to ensure children were safe. The cut door needs painting.
Staff should continue to encourage children to use the facilities confidently and review their effectiveness as part of ongoing quality assurance.

**This area for improvement is met.**

### Previous area for improvement 6

To support children's wellbeing, the provider should ensure personal planning approaches continue to improve. This would include but not limited to:

a) ensure that personal plans are written and regularly reviewed with children and families, at least every six months, and when necessary, to ensure that information is up to date to reflect children's current needs, wishes and choices.
b) ensure that personal plans are meaningful, working documents that support children's care needs. This should include strategies of support that are evaluated and updated to reflect their current progress.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS)which state that: 'My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices' (HSCS 1.15).

**This area for improvement was made on 29 September 2025.**

#### Action taken since then

Personal plans were in place and reviewed appropriately, helping to ensure information reflected children's current needs, wishes and choices. Children with additional support needs had clear support strategies and, where required, detailed care plans plus documents. Staff demonstrated a good understanding of individual children's needs. The next step is to strengthen the evaluation of support strategies to evidence their effectiveness and inform any changes required.

**This area for improvement is met.**

### Previous area for improvement 7

To support transitions and family engagement the service should provide further opportunities to strengthen the connection between families and the setting. This would offer opportunities to build trusting relationships and give more insight into their child's individual care and learning. The staff team should explore best practice guidance, 'Me, my family and my childcare setting' (Care Inspectorate, 2024).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS)which state that: 'I experience high quality care and support based on relevant evidence, guidance and best practice' (HSCS 4.11).

**This area for improvement was made on 29 September 2025.**

#### Action taken since then

The service had made positive progress in strengthening family engagement and supporting transitions. A range of opportunities had been introduced to help families feel involved in the life of the setting, including play and stay sessions, newsletters and a 'question of the month'. Noticeboards were attractive, informative and up to date, providing families with relevant information about the service and children's experiences. Parents told us they felt included in the setting and valued the opportunities to contribute to their child's care and learning. These approaches were helping to build positive relationships with families and support a shared understanding of children's experiences.

This area for improvement is 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 |

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