

# Pinocchio's Children's Nursery - Gilmerton Day Care of Children

6 Ferniehill Road  
Edinburgh  
EH17 7AB

Telephone: 01316 643 276

**Type of inspection:**  
Unannounced

**Completed on:**  
22 May 2026

**Service provided by:**  
Pinocchio's Children's Nursery Ltd

**Service provider number:**  
SP2003002984

**Service no:**  
CS2008174605

## About the service

Pinocchio's Children's Nursery Gilmerton is registered to care for a maximum of 48 children aged between birth and entry to primary school.

The nursery is based in the Gilmerton area of Edinburgh. The building provides separate playrooms for the different ages and stages of the children attending. There are two designated outdoor play areas, one of which is used for the younger children and one which is set up to be more suitable for the older children's stage of development.

## About the inspection

This was an unannounced inspection which took place on 11 and 12 May 2026 between the hours of 09:15 and 18:15. 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 fifteen families through online questionnaires,
- Spoke with staff and management,
- Observed practice and daily life,
- Assessed core assurances, including the physical environment, and
- Reviewed documents

As part of our inspections, we assess core assurances. Core assurances are checks we make to ensure that 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 and responsive care that fostered their wellbeing.
- Children made informed choices about their play, and clearly enjoyed the opportunity to choose whether to play inside or outside.
- Leaders recognised that the outdoor play space would benefit from further development and had begun taking steps to improve this.
- Leaders should build on the improvements made within the play environment to ensure all children are provided with relevant, engaging and appropriately challenging experiences.
- Consistency in a child's care and routines such as mealtimes, nap times, and personal care provided children with a sense of safety and security.
- Quality assurance and monitoring systems were in place and, with further development to increase consistency and robustness, would support clearer evidence of sustained improvement and improved outcomes for children.

## 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 thrive and develop in quality spaces	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

### Quality indicator: 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 Vision, Values and Aims had been reviewed and discussed with staff. Continued development would support these to become fully understood and more consistently reflected in practice. Strengthening staff's understanding would help promote a shared and consistent approach and ensure a rights-based ethos was evident throughout the service. This would support children to feel included, respected and valued.

The service continued to develop quality assurance and self-evaluation processes. Audits, including environmental checks, were in place. Ongoing development would support the identification of gaps, including the need to provide appropriate challenge for older children during play. Accident and incident records were effectively reviewed for trends, and medication was generally well managed. Personal plans had been updated; however, greater consistency in reviews and the evaluation of strategies was needed to better support individual needs. Overall, auditing systems could be strengthened to support ongoing improvement and positive outcomes for children.

Some staff engaged positively in the improvement process. Staff meeting minutes and training day evaluations showed staff worked collaboratively. This supported a shared ethos of improvement across the service. However, this was not consistent across the whole team, and further development was needed. A whole-team approach would support a reflective culture and contribute to improved outcomes for children.

The service was continuing with a recruitment drive. Opportunities to strengthen recruitment were identified, including embedding the Vision, Values, and Aims within interviews to support staff understanding of the service's ethos from the outset. Safer recruitment procedures were followed; however, some references provided limited information. Recent improvements to follow-up process would support informed decision-making. An induction process had been implemented, although staff feedback highlighted some inconsistency in experience. Reviewing the recruitment and induction system would further enhance staff confidence and support improved outcomes for children.

## Children thrive and develop in quality spaces 4 - Good

### Quality indicator: Children experience high quality space

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

Measures were in place to support cleanliness and general upkeep of the environment. Staff completed cleaning rota's and these were checked as part of quality assurance systems. Procedures were in place to keep the Caterpillar room cool and shaded, this included the use of door guards and sun shading. These arrangements should be monitored to ensure they remain effective and adapted for seasonal changes. Maintenance arrangements were established, with staff reporting issues as required. This meant children were cared for in a safe, hygienic and well maintained environment.

Children benefited from regular access to outdoor play, with opportunities for walks and visits within the local community. Risk assessments were in place to support safety. While staff were generally vigilant in supervising outdoor areas, there were some points in the Butterfly garden where visibility was reduced and oversight could be strengthened.

In the Caterpillar outdoor area, staff demonstrated a good awareness of children's developmental needs. Environmental audits showed that spaces had been reviewed and adapted to support children's experiences. Staff should continue to evaluate the room to ensure children were given sufficient space to develop their mobility skills.

In the Butterfly room, improvements had been made to the environment, but further development was needed. Staff should continue to enhance the environment so it fully reflects the range of children's developmental and learning needs. Areas should be fully prepared for use; and contain enough resources to support greater continuity of play. The quality and range of resources could also be enhanced to provide increasingly rich and engaging play experiences.

Information was generally stored appropriately and record keeping was effective. However, improvements were needed in how some children's information was displayed within playrooms to ensure dignity and respect. Visual timetables needed further development to ensure they were meaningful, accessible and reflect the full range of daily experiences that children could access.

## 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

In the Caterpillar room, children were observed to be settled, engaged and enjoyed their play. They accessed a range of experiences that supported confidence, early physical development and emerging social skills, including sharing and negotiating. Staff provided a caring and responsive environment, with regular opportunities for communication through talking, singing and stories. Staff should be mindful of the volume of their voices, as at times this did not support a calm or respectful environment.

In the Butterfly room, some improvements in the organisation of play experiences and understanding of quality provision had been made. Children could access some craft resources, books, small world and games. However, there is a need to further strengthen the range of imaginative, creative and literacy experiences, including access to music, role play, storytelling and books. Outdoor provision was developing positively and offered children a range of experiences, with ongoing improvements identified. Leaders should continue to build staff's confidence and understanding of how to extend children's learning through play and make best use of available resources.

Planning for younger children was in place, linked to individual observations, learning priorities were identified and parental input sought. Observations were regularly shared with parents who told us this was valued. Moving forward, planning approaches could be reviewed to ensure they accurately reflect children's age and stage of development.

Staff in the Butterfly room had an understanding of planning, and the floor book demonstrates a range of play opportunities. However, there was limited challenge for older or more capable children, as staff did not

always recognise when or how to extend their learning. Planning should support children to develop a broad range of knowledge and skills, rather than focusing on more basic experiences. Observations indicated that children's development was being tracked using local authority tools, with a focus on experiences and outcomes, and these were shared with parents. Parents all commented positively on the activities their children participated in and one commented "I see my child joining in a lot of different activities and experiences throughout the observations, photos and information shared by them". Moving forward, staff should identify gaps and emerging patterns in children's learning and use this to inform the planning cycle and support improved outcomes.

Caring interactions were observed within the Butterfly room. However, there were occasions where staff did not consistently listen to children, and some interactions were closed, limiting opportunities to extend their thinking. Leaders were aware of these areas for development and had begun to address them through training. Ongoing quality assurance and observation of staff interactions will help ensure children experience consistently responsive and meaningful interactions. This would support children's learning, developing thinking skills and promote positive outcomes.

## Children are supported to achieve 4 - Good

### Quality indicator: 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.

In the Caterpillar room, children experienced warm, nurturing care. Staff demonstrated a good knowledge of individual children and their needs, which was reflected in responsive interactions and targeted support. Children's dignity and privacy were generally respected during personal care routines; however, at times communication could be improved to ensure children were fully included and not spoken over.

In the Butterfly room, children were generally comfortable and secure, with positive relationships evident. Staff were kind and respectful, although interactions were not always consistently meaningful or fully engaging. The staff team supported continuity of care, and staff were able to speak confidently about individual children. This contributed to children feeling settled and supported.

Mealtimes across the service were calm and sociable, with children enjoying their food and being supported appropriately. There were opportunities to strengthen practice further, particularly in reinforcing effective handwashing routines and promoting independence skills, such as the use of utensils.

Procedures were in place to support children's safety. Medication was stored securely and managed effectively, with clear systems in operation. In the Butterfly room, there was an opportunity to strengthen guidance around next steps where medication, such as inhalers, did not alleviate symptoms. Sleep arrangements were appropriate, with children supported to rest; however, staff identified a need for further training in this area to promote greater consistency in practice.

Safeguarding systems, including chronologies, were in place. However, staff needed a better understanding of the information recorded and more oversight to help identify and respond to concerns at an early stage. While staff had completed relevant training, this was not always reflected in their day-to-day practice. Leaders should continue to monitor and support staff to ensure they understand and apply safeguarding procedures effectively.

Personal planning systems were in place, with evidence of input from parents and regular updates. There were some examples of information being used to support children. However, the recording of significant events and changes in children's lives was not always consistent. In the Butterfly room, further evaluation of strategies was needed to assess their effectiveness.

Connections with families were positive, with regular daily communication and use of digital platforms to share information and gather feedback. Parents valued this communication and opportunities to be involved. However, some parents noted inconsistencies in the timeliness and detail of updates, and in the sharing of key information between staff. Some comments included "It would be really good if all the information on Family was updated 100% of the time. I understand staff are busy and I appreciate that taking care of the children takes priority though" and "I feel that communication between staff needs to be better. There has been a few instances where I have communicated something in the morning and this wasn't passed to all staff working with my child, I have also had occasions where information wasn't passed over at hand over and most definitely should have been. All these occasions have been met with apologies however it always appears to be staff communication being the issue". Strengthening communication systems would support more consistent information sharing and enhance parents' confidence in care arrangements.

## Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at [www.careinspectorate.com](http://www.careinspectorate.com).

## Detailed evaluations

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Leadership and management of staff and resources	4 - Good
Children thrive and develop in quality spaces	4 - Good
Children experience high quality spaces	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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Care Inspectorate  
Compass House  
11 Riverside Drive  
Dundee  
DD1 4NY

[enquiries@careinspectorate.com](mailto:enquiries@careinspectorate.com)

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