Rivendale Nursery
Day Care of Children

Houston Road
Bridge of Weir
PA11 3PX

Telephone: 01505 610 611

Type of inspection:
Unannounced

Completed on:
19 August 2026

Service provided by:
Collin Care Limited

Service provider number:
SP2008009795

Service no:
CS2011280672

About the service

Rivendale Nursery is registered to provide a daycare of children service to a maximum of 51 children aged from birth to those not yet attending primary school. Nine children from birth to under two years, 10 children aged from two years to under three years and 32 children aged from three years to those not yet attending primary school. At the time of inspection there were 30 children registered with the service.

The service operates from a property in Bridge of Weir, Renfrewshire, which is located close to main roads, public transport routes and local amenities. Care is provided from dedicated rooms for children aged 0-3 years and 3-5 years. Children also have access to outdoor play in the enclosed garden area.

About the inspection

This was an unannounced inspection which took place on 18 and 19 August between 08:30 and 17:50. 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 a small group of children using the service
- gathered the views of 10 families using a survey and discussions on site
- gathered the views of staff and management using a survey and discussions on site
- observed staffs practice and children's daily experiences
- reviewed documents
- spoke with visiting professionals.

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 happy and having fun.
- The facilities had been refurbished creating a clean, calm and welcoming environment.
- New materials had been purchased to enhance children's play and learning experiences.
- A new planning system was in development to enhance children's play and learning experiences.
- The setting was making good progress with using self-evaluation and quality assurance methods to maintain and enhance the outcomes for children.
- Providing a more child centred approach to play and learning could further enhance children's natural curiosity to learn.

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

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.

Quality indicator: Leadership and management of staff and resources

Leaders promoted a shared vision and demonstrated their commitment to provide a high-quality service. They had worked hard to provide a safe and secure environment for children. They shared improvements made and areas where continued development was ongoing. Parents told us they were happy with the service provided. One parent told us, "The last 6 months or so, it has been very stable" and "they communicate a lot better than before." Leaders had high aspirations for the setting to provide quality care to the children and families. We discussed reviewing the aims and vision in consultation with the children and families. This could continue to ensure the service provided met their expectations.

Leaders had taken positive action and made good progress to enhance the outcomes for children. A variety of methods had been used to develop staff practice. This had enabled the setting to ensure best practice guidance was being followed for example, for safe sleeping. Children's daily routines were a more positive experience. The children were being cared for and having fun in a safe space. We discussed with leaders to consider further enhancement in the methods used to support staff. By having a clearer objective, making evidence-based evaluations and when actions identified, ensuring the changes made had a positive impact. Leaders agreed to consider how they used the improvement cycle going forward.

The setting had benefited from the local authority early years team support visits. These focused on supporting staff plan and assess children's play and learning. They were at the early stages of implementing a more child centred planning approach. The evidence gathered supported they were heading in the right direction and working well with the early years team. Children's play spaces and access to resources were being closely monitored and staff were working hard to create enriched learning spaces. With continued support children's play and learning experiences could continue to thrive.

Staff told us they had found recent training and development opportunities beneficial. They shared they were more confident planning experiences with children at the centre of their plans. Staff working with the youngest children spoke about the impact of considering schematic play, children's preferred types of play, when creating the play spaces. Staff were more confident using theories of child development and guidance to plan experiences. We discussed with staff to further develop their awareness in supporting our youngest children reach their potential. To do this they should consider researching specific guidance in caring for children under three. Staff demonstrated a keen interest and willingness to do this.

The medication records sampled highlighted that some information was not recorded correctly. Consideration should be given to the quality of monitoring how well the service manages administration of medication. This is to ensure records held are accurate and contain the correct information to support staff administer medication safely. Leaders agreed to do this.

The setting had an improvement plan in place. This supported the settings priorities which included to enhance children's outdoor play and learning opportunities. When writing priorities, leaders should consider writing specific, measurable, achievable, relevant and timely (SMART) targets. This could help them better track progress of tasks and make evidenced based evaluations on the impact made. We advised the leaders

they could find information about planning for improvement on the care inspectorate website. They agreed to consider these points going forward.

Children thrive and develop in quality spaces 4 - Good

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.

Quality indicator: Children experience high quality spaces

On arrival we found the setting to have a nurturing atmosphere. As visitors, inspectors were greeted with a smile by staff and invited in with a warm welcome. Leaders checked our identification reinforcing safe practice, only welcoming in authorised visitors.

The provider had continued their commitment that children should experience high quality spaces. They had continued with refurbishments of the facilities including new floorings. The premises were secure, being maintained and kept clean. Parents told us they had seen significant improvement of recent years. One parent told us "There has been a lot of improvement in the nursery since 2024.... staff have been lovely and putting a lot of time into making the environment nice and safe" and another parent shared that "There have been a lot of improvements to the nursery environment over the last couple of years, including changes to the rooms, one of the doors and the garden which have all been positive. The nursery is clean."

The leaders had considered the layout, resources and use of spaces. Changes to the 0-3 playroom layout had created a more open space for children. They could move freely between areas and self-select materials to play with. The older children were making better use of the spaces available including increased access to outdoors. The leaders shared plans to further enhance outdoor learning for all children and we agreed this would be beneficial. Children had increased access to materials that encouraged their natural curiosity to explore and challenge their thinking. All play spaces were monitored, to identify improvements, to enhance children's play and learning. Consideration should be given to embedding tools that enable staff to use more effective evidence-based assessments and measure the impact of the play spaces and materials on children's play. Leaders agreed to investigate these.

Each area within the setting had been risk assessed. Leaders had identified possible hazards and put in place safety measures to reduce risk to children, staff and visitors. Staff continually monitored the quality of materials and if an issue arose, they informed leaders and removed the risk. Staff had increased awareness about the safety of children and worked well together to keep children safe. This included being aware of their roles and deployment within the spaces. We asked the leaders to consider the type of locks used in high traffic areas to ensure when adults were entering or leaving these areas were secured easily. They agreed to consider these.

Staff used good practice guidance to reflect on their practice and children's experiences. This had led to changes in children's sleep routines, creating a more nurturing approach for those choosing to sleep and those wanting to continue to play. Children were being cared for within designated spaces designed to meet their needs and interests. Staff told us children having snacks and lunch in their own playroom had reduced the number of transitions for children. Lowering possible stress levels and increasing active learning time.

Increased children's voice was being supported within the settings new approach to planning their play and learning experiences. Children had been involved in discussions around their play and purchasing of new resources. Children told us how they loved being helpers and setting up play spaces. Consideration should be

given to the types of tools used to consult with children. This could further enhance children's voice throughout the setting. More information on this can be found online.

Children play and learn 4 - Good

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.

Quality indicator: Playing, learning and developing

Children were having fun playing. They were engaged in a variety of play and learning experiences inside and outside. Children were keen to show the inspectors their nursery and involve them in their play and learning. One group of children were having fun playing at being doctors and learning about healthy bodies. They were learning to use equipment like stethoscopes to listen to the heart. Another group were exploring the garden whilst on a bear hunt, after reading the related story book. One child told us, "I like nursery, I like playing with the teachers, I like playing dinosaurs and unicorns." And another child told us what they liked about the setting, "Seeing my friends, singing songs, Bookbug sessions by [staff member], playing in the garden." Play and learning experiences on offered showed children were experiencing joy and having fun playing with friends and staff.

Staff recognised the children's needs and interests. Their interactions with the children were caring and kind. Staff responded to children's requests for example, when they want to read books, play outside or needed support to complete a task. Increased use of responsive planning had enabled staff to let children lead more of their play and learning experiences. Parents told us they were happy with the play and learning experiences their child participated in. With one parent commenting "I am really happy with the breadth of activities facilitated by the staff." One parent did indicate they would like to see an improvement they told us, "I don't believe my child is getting enough unique play and educational opportunities." Staff should continue to ensure children are meaningfully and actively involved in leading their play and learning. Continued staff development on the benefits of learning through play, could enable staff to plan more meaningful experiences that matter to the child.

A new planning system was being developed within the setting to promote a more child led approach. Staff were making good progress but at times they planned play and learning experiences that were adult led. This meant at times the planned experiences may not have been following the children's current thinking. Continued support should be given to further enable staff to be more confident following children's development needs. Using effective observations of children's play and learning to extend and plan next steps in their development. Having children at the centre of the planning approach could further support them make sustained progress and learn whilst having fun (see area for improvement one).

Staff training and development opportunities had enabled them to become more skilled using best practice guidance to plan children's experiences. Staff were very positive about the development opportunities provided. One staff told us, "I feel the training I have had has given me more knowledge and understanding of how to carry out my role more effectively and professionally." As a result of training, staff were actively listening to children and creating more play spaces to support their preferred type of play. Play spaces had been developed to enrich children's play and learning. Children had increased access to materials to enable them to lead their own play. This included access to open ended and loose part materials. Staff should continue to monitor how children use the play spaces and materials, to ensure children are engaged and inspired to learn life skills.

Areas for improvement

1. To support children's health, wellbeing and development, the provider should ensure children experience a well-balanced curriculum to enable them to make sustained progress. To achieve this it should include, but not be limited to;

- children being meaningfully involved in leading their own play and learning.
- implementing a good balance between responsive and intentional planning approaches

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) that states: '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' (HCSC 2.27).

Children are supported to achieve 4 - Good

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.

Quality indicator: Nurturing care and support

Children were being cared for by staff that showed kindness and compassion. Staff understood the importance of building positive relationships with the children and their families. When children started attending the service staff recognised their individual needs and planned accordingly. Settling in visits were scheduled to support the child and family's needs, slowly increasing the children's time in the setting.

Children experienced warm and consistent care and support. They were cared for by designated staff within designated play spaces, with children of similar ages. Each child had a key member of staff that planned their care and support in partnership with families. This enabled children to feel safe, secure and build bonds with staff and other children.

The play spaces and materials had been designed using mostly natural materials and neutral colours. This created a warm and welcoming space for children and families. Parents were welcomed into the setting at the start and end of the children's sessions. They told us they found entering the play spaces, seeing their child at play and talking to staff beneficial. They liked finding out about their child's day. They also shared they found the stay and play sessions provided opportunities to see their child playing with other children. The service recognised the importance of creating a family culture within the setting. Nurturing relationships are essential in helping the children's growth and development.

Children made good use of the cosy areas with soft furnishings. Taking time to rest and participate in quieter activities such as reading books. Staff ensured when children chose to have a sleep, they did so in a safe, comfortable and calm area. We discussed with staff the benefit of supporting children's home routines including when they would take their daily naps. Supporting children's personalised routines promotes consistent and responsive care, meeting their wellbeing needs and personal preferences.

Mealtimes were sociable times of the day. Children came together for snacks and lunch within their designated play spaces. Snack and lunches were relaxed and unhurried. Children ate well and the foods offered looked healthy and nutritious. Staff supervised children eating to promote safety and encouraged children to eat and drink water to keep up their fluid intake. We asked them to be mindful of how long

children were seated during mealtimes and then during play experiences before or after. This is to ensure children are not seated for extended periods of time. The leaders agreed to review these times of the day.

The children had been visiting different areas within the local community. On the first day of our visit a small group had visited the residents at the local care home. Children were excited to tell us about their time at the care home and doing their daily exercises with the residents. We were informed that the children's visits to the care home had been a great success for the children and the residents. Staff in the care home told us they were seeing great benefits for the children and residents building relations, creating a community feel and encouraging shared experiences. The care home and nursery staff were excited to see how bringing different generations together could continue to enhance the children and residents' lives.

Each child had a personal plan in place. These gathered meaningful information about the children's needs and personal preferences. Parents told us they were regularly involved in writing the children's personal plans. We discussed further development of the personal plans could be incorporated into the current developments in their approach to planning children's play and learning. Personal plans should be the starting point for staff to identify, assess and plan how best to support children's needs. The plans should reflect more of what matters to the child and how staff plan to support these. More information for providers on personal planning can be found on our website.

What the service has done to meet any requirements we made at or since the last inspection

Requirements

Requirement 1

By 10 November 2025, the provider must ensure all staff, that provide care for children, are registered with Scottish Social Service Council (SSSC) or another recognised regulatory body appropriate regulatory body and are fit and suitable to work with children.

To do this, the provider must, at a minimum:

a) Develop an effective management systems to monitor and audit staff registration.

b) Ensure only staff that are registered with SSSC or another recognised regulatory, may carry out work in the care service in a post which such registration is required.

This is to comply with regulation, 4(1)(a) (Welfare of users) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: 'I am confident that people who support and care for me have been appropriately and safely recruited.' (HSCS 4.24)

This requirement was made on 2 October 2025.

Action taken on previous requirement

The provider had effective systems in place to ensure all staff employed were registered with the relevant professional body. They monitored staffs' registrations to ensure they remained on the relevant registers.

Met - within timescales

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 promote children's safety and wellbeing, the provider should review and make appropriate changes to sleep routines. This should include, but is not limited to, ensuring wipeable mattresses are used and reviewing sleep spaces to ensure it is reflective of children's care and play needs.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) that states: 'My care and support meets my needs and is right for me' (HSCS 1.19); and '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 2 October 2025.

Action taken since then

Staff had undergone training on safe sleeping guidance. They had reviewed children's sleeping arrangements, space and resources using the guidance. The changes made ensured the guidance was being implemented.

This area for improvement had been met.

Previous area for improvement 2

To support children's development, the provider must continue to improve the quality of resources. This should include, but is not limited to, ensuring adequate resources are available to promote choice and exploration to support play opportunities in all areas.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) that states: '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' (HCSC 2.27).

This area for improvement was made on 2 October 2025.

Action taken since then

Staff had completed an audit of the resources within the playrooms and identified where improvements could be made. The provider had purchased the resources requested. The play spaces were well resourced

and materials were easily accessible to the children. The play spaces were inviting and children were having fun playing and learning inside and outside.

The staff were regularly undertaken audits to monitor and maintain the resources and how children used these. To further enhance the auditing and monitoring of resources leaders could consider evaluating the outcome for children, as well as the types and quality of resources. This could help them measure the impact of the play spaces on children's learning.

This area for improvement had been met.

Previous area for improvement 3

To support children's health and wellbeing the provider should ensure that children experience an environment that is safe, clean and tidy. This should include, but is not limited to, ensuring all equipment is clean and all storage spaces are safely organised.

This is to ensure that care and support 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 October 2025.

Action taken since then

The service had undergone a refurbishment including some redecoration. During this process leaders had considered the safety and storage of equipment. We found items stored safely and out of reach of children.

This area for improvement had been met.

Previous area for improvement 4

To support children's safety the provider should ensure that children receive care in a safe, secure and well-maintained premises. This should include, but is not limited to, ensuring robust and dynamic risk assessments are in place with action being taken to mitigate risks to children.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) that states: 'My environment is secure and safe' (HSCS 5.24).

This area for improvement was made on 2 October 2025.

Action taken since then

We sampled risk assessments within the playrooms and the new equipment and maintenance lists. We found where hazards had been identified safety measures were in place. This included safety gates and secured locks.

We asked the leaders to consider two of the locks used by adults to secure areas, as we found these were difficult to use. To ensure these are always used effectively they should be able to be opened and closed without added force.

This area for improvement had been met.

Previous area for improvement 5

To ensure the quality of children's experiences are improved, the provider should implement robust quality assurance processes covering key areas of practice. This should include, but not be limited to, practice that supports children's care, play and learning.

This is to ensure care and support 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 October 2025.

Action taken since then

Leaders had implemented a variety of quality assurance methods to help them monitor staff practice, children's experiences and the daily routine. The outcomes of these were used to improve the children's experiences.

To further enhance children's play and learning it would be beneficial for leaders to include more specific, measurable, achievable, relevant and timed (SMART) targets. This could support them to have more meaningful evaluations. The leaders agreed to consider other quality assurance methods to aid them drive forward future improvements.

This area for improvement had been met.

Previous area for improvement 6

To support children's wellbeing and play opportunities, the provider should review and develop systems in place for the deployment of staff. This should include, but is not limited to, reviewing routines of the day to support children's wishes and play choices.

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

This area for improvement was made on 2 October 2025.

Action taken since then

The provider had considered the impact of staff deployment within the setting. New staff had been employed, including a new manager since last inspection. Leaders had considered staff skills and knowledge when placing staff to work with the children over three years or under three years.

Leaders had monitored key times of the day including mealtimes, rest periods and access to outdoors. They identified and made improvements including for example, the younger children eating meals in their own playroom and creating one large open play space for children under three years. This resulted in better use of space, resources including staff. Staff became less task orientated, worked more in partnership and provided care and support catered to meet children's needs and personal preferences.

This area for improvement had 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	4 - Good
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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