Childsplay Childrens Nursery Limited
Day Care of Children

8 Falcon Road
Edinburgh
EH10 4AH

Telephone: 01314 470 077

Type of inspection:
Unannounced

Completed on:
7 October 2026

Service provided by:
Childsplay Childrens Nursery Limited

Service provider number:
SP2012011821

Service no:
CS2012307981

About the service

Childsplay Childrens Nursery Limited provides a daycare of children service in Edinburgh. The service are registered to provide care to a maximum of 59 children aged from six weeks to not yet attending primary school at any one time of whom no more than 15 children are aged six weeks to two years, 15 children are aged two to not yet three years and 29 children are aged from three years and not yet attending primary school. There are currently 87 children registered with the service.

The nursery consists of three playrooms, a kitchen, toilets and changing facilities for all playrooms. Each of the playrooms have free flow access to a secure outdoor play space.

About the inspection

This was an unannounced inspection which took place on 6 October 2026 between 09:45 and 17:00. Feedback was shared with the service on 7 October 2026.

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 and complaints information, information submitted by the service and intelligence gathered throughout the inspection year. To inform our evaluation we:

· spent time with 47 children using the service
· received 26 completed questionnaires from families and staff
· spoke with staff and the management team
· 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 experienced warm, caring and responsive relationships with staff who knew them well and supported them to feel safe, secure and valued.
• Children were happy, engaged and confident learners who benefited from stimulating play experiences and well-resourced environments indoors and outdoors.
• Staff used skilled interactions and questioning to extend children's thinking, curiosity and problem-solving and to support their literacy and numeracy development.
• Mealtime experiences could be further developed to support a consistent approach to developing independence, choice and self-help skills.
• Further developing sleep and rest arrangements in line with current safe sleep guidance would help ensure children remained safe and well supported while sleeping.
• Strong leadership, purposeful quality assurance and ongoing self-evaluation supported continuous improvement and positive experiences for children and families.
• Families were valued partners in the service and had regular opportunities to share information, influence improvement and contribute to their children's learning and experiences.

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	5 - Very Good
Children are supported to achieve	4 - 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's vision, values and aims had recently been reviewed in consultation with staff and families. Aspects of these were evident in practice and helped provide a shared vision and expectations for the service. The staff team could continue to embed these in practice to consistently influence their daily work and outcomes for children.

An improvement plan clearly identified three relevant priorities. These focused on providing richer and more challenging play, improving children's outcomes in numeracy and mathematics, and developing outdoor play through increased staff engagement. These improvements were discussed regularly at team meetings. Continuing to involve the whole staff team in reviewing progress would support a consistent and shared understanding of improvement and its impact on children.

Quality assurance was well managed, organised and purposeful. Management monitored aspects of the service including practice, children's experiences, environments, planning and learning journals. They used a variety of approaches to identify strengths and actions to be taken forward. Management shared next steps with staff and revisited these to assess progress. Audits of accidents, incidents and medication further supported safe practice within the service. As a result, management had a good understanding of the quality of the service and took timely action to improve children's experiences.

Self-evaluation was embedded and informed ongoing improvement. Staff used the current quality improvement framework, practice notes and team reflection to evaluate strengths and identify what they needed to further develop. Parents were regularly consulted through a range of approaches including surveys. A parent shared, 'I have recently completed an in-house survey on how the service can improve.' Leaders responded positively to families' views and used a 'you said, we did' approach to demonstrate how their feedback informed service improvement. This helped families feel included and ensured changes and developments reflected their views.

Staff wellbeing and development was well managed and supported. Staff appraisals took place twice a year which enabled staff to reflect on their practice and discuss potential learning needs. Staff shared that they felt well supported by management and by each other. This contributed to a positive and collaborative team culture.

Staff completed core and targeted training which included schematic play, observation training and trauma-informed practice. Management maintained oversight of completed training and identified when refresher training was due. A member of the management team led the observation training which was then shared with another service. This training developed staff confidence and supported improvement within children's play and learning experiences.

Safer recruitment was managed robustly, and management completed appropriate checks to protect children. New staff benefited from a thorough induction informed by the 'Early learning and childcare - National Induction Resource.' This helped them understand their roles, responsibilities and expectations. This supported safe, consistent and high-quality experiences for children.

Children play and learn 5 - Very Good

Quality indicator - Playing, learning and developing

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 appeared happy, engaged and actively involved in their play throughout our visit. They experienced a wide range of interesting and stimulating play opportunities indoors and outdoors. Resources were well matched to children's ages and stages of development and their interests. Sensory materials, open-ended resources and loose parts encouraged children to explore, investigate and use their imagination. A parent shared, 'My child experiences engaging sensory activities, creating themed activities and play that are fun to explore.' Creative and imaginative areas were particularly well resourced. Further developing the range of loose parts indoors would provide additional opportunities for children to lead and extend their own play.

Staff knew children well and most demonstrated skilled questioning techniques to encourage curiosity, critical thinking and problem-solving. They effectively extended children's learning through meaningful conversations and responsive interactions. Staff showed a strong understanding of sensory and schematic play. This enabled them to provide experiences that reflected children's developmental needs and interests. We observed staff skilfully supporting literacy and numeracy through everyday play experiences. For example, during story sharing outdoors and playdough activities where children explored counting, colours, and mathematical language.

The learning environment was welcoming, nurturing and thoughtfully organised. A wide range of high-quality resources were available both indoors and outdoors. Children were able to make choices and lead their own learning through creative, imaginative and exploratory play. Recently refurbished areas had enhanced the quality of learning spaces, while cosy dens and comfortable furnishings provided opportunities for children to rest and regulate. As a result, children felt comfortable and secure within their play environments. This supported them to make independent choices, regulate their wellbeing, and confidently lead their own play and learning.

Children benefited from quality outdoor experiences. Older children had free-flow access to outdoor play throughout the day. Younger children were able to choose when to spend time outdoors. During our visit, all children chose to engage in outdoor play, where they demonstrated independence, imagination and problem-solving skills. Literacy and numeracy were naturally embedded through books, songs, imaginative play, sand and mud kitchen experiences. Continuing to strengthen opportunities for numeracy learning outdoors would further enhance children's learning experiences.

The service made very effective use of the local community to broaden children's experiences and support real-life learning. This included regular visits to the local forest, swimming activities, local shops and partnerships with other nurseries. A parent shared, 'There is a large well-equipped garden, forest school, and I see updates on learning journal of visits to the local area'. These opportunities helped children develop confidence, connection to their community and a greater understanding of the world around them.

Planning and assessment processes supported children to make progress in their learning and development. Staff had successfully developed an approach that balanced intentional learning with responsive planning based on children's interests. Families contributed to planning discussions, which helped to strengthen links between home and nursery learning. National guidance informed practice and staff used observations effectively to identify learning, development and next steps.

The service's approach to tracking and monitoring supported staff to plan purposeful experiences and monitor children's progress. Learning journals mostly demonstrated clear progression over time. Floor books were beginning to support children's participation in planning. This could be further developed to more clearly evidence the planning cycle, learning evaluations and children's individual learning journeys.

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.

Children experienced mostly warm, caring and responsive interactions. Staff knew children well and responded appropriately to their verbal and non-verbal cues. Children confidently approached staff for reassurance and comfort, and staff responded sensitively. Positive relationships and attachments had developed, which helped children feel secure and valued. Staff were respectful during daily routines and sought children's consent, which promoted their dignity and supported them to feel included in decisions about their care. A parent shared, 'We felt welcomed from the first time we came to visit. The manager is very personable, and all the other carers are friendly and approachable.'

Personal care routines were caring and respectful. Staff and children appeared comfortable with each other, and interactions during these routines supported positive relationships. Infection prevention and control practice was mostly followed, and handwashing was well embedded within children's daily routines. Infection prevention and control practices could be further strengthened by staff removing gloves at the appropriate time during personal care routines.

Sleep and rest arrangements generally reflected children's individual needs. Children had designated cots or mats and could use familiar comforters from home or the nursery. Staff monitored sleeping children. We discussed the use of buggies for sleeping and signposted the service to relevant guidance to support further reflection and management of safe sleep practice. Strengthening these arrangements would provide greater assurance that children were consistently safe while sleeping.

Mealtimes were mostly positive, relaxed and sociable experiences for children. Staff engaged warmly with children and provided some opportunities for choice and independence. One parent commented, 'I love the fact the nursery has a chef and uses produce from the garden. Such a positive attitude to food'. Extending opportunities for children to take greater responsibility at mealtimes would further develop their confidence, independence and self-help skills.

Medication was well managed and reviewed at least every three months. We discussed including more detailed information about emergency procedures within medication records and using photographs on storage boxes. This would strengthen existing arrangements and help staff respond confidently to children's individual health needs.

Personal plans provided staff with detailed information about children's needs, which included allergies and health needs. Most younger children also had 'all about me' information which captured their likes, dislikes, routines, wellbeing needs and family circumstances. Significant events in a child's life were recorded within each plan. Separate chronologies recorded any concerns and were stored safely and securely. These plans helped staff understand children's individual circumstances and provide care responsive to their needs.

Partnership working with families was a strength within the service. Parents were welcomed into the nursery each day, which created regular opportunities to share information with staff. Parent evenings and stay-and-play sessions provided further opportunities for families to be involved in their child's learning and experiences. These approaches supported continuity between home and the nursery and helped staff remain responsive to children's changing needs.

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	5 - Very Good
Playing, learning and developing	5 - Very 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.gov.scot

0345 600 9527

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