Forbes Children's Nursery Greenhill
Day Care of Children

7 Bruntsfield Terrace
Edinburgh
EH10 4EX

Telephone: 01312 284 513

Type of inspection:
Unannounced

Completed on:
20 August 2026

Service provided by:
Forbes GR Ltd

Service provider number:
SP2013012171

Service no:
CS2013320787

About the service

Forbes Children's Nursery Greenhill is a day care for children service located in a residential area of Bruntsfield in Edinburgh. It is close to transport links, schools and local amenities. The service is registered to provide a care service to a maximum of 55 children at any one time aged from three months to entry into primary school.

The service operates from an adapted building with children cared for across a variety of rooms spread over two floors. Children have access to playrooms, toilet and change facilities on their dedicated floor. A large garden at the back of the building is available to all age groups.

About the inspection

This was an unannounced inspection which took place on Tuesday 11 August 2026 between 08:45 and 17:30, and Wednesday 12 August 2026 between 08:40 and 16:15. 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 information, information submitted by the service and intelligence gathered throughout the inspection year.

To inform our evaluations we:

- spent time with children using the service
- spoke with six families and received 16 completed questionnaires from families
- received five completed questionnaires from staff members
- spoke to staff and the management team
- spoke with one visiting specialist
- observed interactions, routines, practice and daily life
- reviewed documents
- assessed core assurances, including the physical environment.

As part of this inspection, we assessed 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 nurturing, respectful care that promoted secure relationships and wellbeing.
- Leaders demonstrated strong commitment and vision, which supported service improvement and focused on positive outcomes for children.
- Children's motivation and engagement was promoted through high-quality resources and varied play spaces that supported their interests.
- Commitment to outdoor play, access to natural spaces and well-supported risky play impacted positively on children's development.
- Room planning systems were in review to enhance approaches in planning for children's skills development.
- Strong connections with families were fostered through an inclusive, welcoming 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 was guided by their vision, values and aims of 'one step from home' for children, where they were safe and stimulated. The 'family ethos' was embedded into daily practice which shaped children's experiences. For example, children were responded to warmly and with genuine interest in their care, play and learning. A parent stated: "The staff care for and celebrate each child. There is a clear passion and love for what they do."

Children's experience of outdoor play and the benefits of nature were central to the service vision, both through opportunities in the large garden, and with learning opportunities in natural spaces. Parents said the garden was "an incredible space unrivalled elsewhere" and "a paradise for children at a city nursery."

The service regularly consulted with families and sought feedback. The vision, values and aims could be further strengthened by involving families to include their current views.

Leaders demonstrated a strong commitment and a clear vision related to service improvement. Senior leaders worked across other nurseries in the provider group, sharing practice and processes to support the service. Visits to other services, and others in the provider group, supported practice development. Staff engaged with training and reflective exercises related the improvement plan, with space given for rich, reflective professional dialogue. Audit tools supported staff to reflect on children's experiences in space and enhance provision. A staff member shared "We are currently working on introducing more inclusive books, pens and toys to our playrooms. We do a lot already for different festivals and cultures, but we could definitely do more." A staff member had recently been identified to take a champion role to lead an aspect of the improvement plan. Further distributive leadership opportunities for staff members could develop ownership and investment in the improvement plan.

Children had a safe and secure environment as risks were well managed. A parent shared their confidence in the security systems saying "the safety of children is obviously paramount", as they shared their confidence in the security systems. Staff undertook daily checks in spaces to ensure safety, supported by daily and monthly walk arounds by senior staff. Trips into the city during the inspection visit were carefully planned, prioritising children's safety. Leaders had a quality assurance calendar embedded to ensure reviews of service processes were undertaken. This supported identifying maintaining improvement work. In conversation with staff we heard their confidence in the child protection policy and procedures, contributing to children's safety.

Newly inducted staff spoke highly of the organisation of their welcome, and induction process. Staff spoke of the support that they have for their roles and practice in a reflective manner. They were enthusiastic about their training opportunities which covered aspects such as practitioner qualification, trauma informed approaches and the Froebel childhood practitioners' qualification, empowering children to develop at their own pace supported by nurturing adults. We met staff members undertaking the 'Flip and Flourish' programme where they exchanged roles with a colleague in another of the provider's nurseries. This allowed staff to develop their skills and experience in a new, supportive context.

Leaders provided clarity related to various roles and responsibilities across the service. In training opportunities for the staff team, the variety of learning styles were considered to empower staff to engage through their own learning style. This meant staff felt confident in their roles and responsibilities with tailored training to guide them.

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 benefited from a warm, supportive environment that valued learning through play. Spaces included high-quality resources that promoted children's engagement and a child-led approach. A parent shared "Our child has had the best four years - so many learning opportunities and experiences." Opportunities for sensory play, schematic play, nature play and social play were evident across the environment. Staff consistently respond to children's curiosities with enthusiasm, highlighting key language and asking questions. Well-paced experiences such as sharing stories promoted children's confidence and curiosity, with staff giving opportunities for children to describe and predict content. The service had visiting specialists to provide experiences such as music and yoga for all children. Floor books captured children's engagement and reflected the impact of experiences.

A free-flow approach for children to access various rooms and spaces gave them ownership and choice of where to play and learn. Staff balanced safety with positive risk-taking in play. For example, older children engaged in tree climbing were supported to make decisions about what felt safe related to their own physical ability, promoting age-appropriate risk assessment. Each stage had access to their own quieter room for exploratory play, problem solving and nurturing interactions with staff. The mealtime space for older children was used for baking and food preparation experiences. This meant spaces were well considered for the variety of children's experiences.

Children learned about their community through regular outings to local parks and the library. During the inspection visit groups of children of various ages attended shows at the Edinburgh Fringe Festival, accessing a rich cultural opportunity. Older children attended four-week blocks of forest school and beach school, transported by minibus to natural environments around the city. These nature-play opportunities were linked to carefully considered language and skills opportunities, with the theme of the visit based on a well-known children's book or rhyme. A parent shared the skills their child experienced: "Forest school - sawing, cutting, hammering, making stick men, tracking sheep in the snow, looking for bugs, birds' nests, making dens, made snowmen, our child loved every second!" The service could build on this structured approach to plan for children's skills and language development across spaces at the service, with a focus on all age groups.

Planning systems were developing across rooms with the support of a dedicated Learning and Teaching Coordinator, and outlined as a priority in the current improvement plan. Staff had engaged with training, and a focus on planning for children's skills development was emerging. Processes could include planning for breadth so children can practice skills in new contexts, and depth in experiences to take children deeper into their learning. Consistency in evaluating significant planned learning across stages could support staff to assess the impact on children's learning.

A recent project at the pre-schoolers' vegetable plot demonstrated planned skills development in planting, observing growth, writing vegetable labels and planning to make soup. This meaningful approach could be used more consistently to plan for children's skills development. Leaders identified development of training and planning for maths and numeracy to enhance children's learning. We advised further structured planning for language and digital technology development to enhance children's learning. The service could also develop their planned learning approaches where children required support with communication and language.

Staff observations ensured children's individual learning and next steps were identified. Staff were skilled at observing children, including younger children's non-verbal cues, to engage with their learning needs. Observations and learning was shared with families via an online app, identifying key aspects of children's play and learning, and identified next steps. Developmental trackers were in use to support assessment of children's progress across a range of developmental skills. This meant children's individual learning was tracked and next steps identified to ensure progress.

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 experienced nurturing and respectful care that promoted wellbeing and secure relationships. Staff upheld children's rights and dignity in routines, such as seeking consent for personal care. Children were seen to be settled and benefited from the high quality of consistent responsive care. Family feedback related to their children's care was very positive with a parent telling us: "I've got complete trust that my child is well looked after and having a good time at nursery. They are really responsive to my child's needs and clearly care about children and their development."

Children's wellbeing was supported through personal plans reviewed regularly with families. Digital systems for person planning using an app and digital questionnaires supported families to engage easily to update their children's information. Allergies, dietary preferences, and health needs, including medication, were managed effectively. Staff knew the children and families very well and we saw examples of sensitive, tailored support for children and families. We spoke with the service about recording these examples of quality support more consistently to enhance personal planning. A structured approach to supporting children with identified individual needs had been developed. A staff member with training in supporting individual needs was in place to model approaches and support colleagues, such as making observations to identify strategies to help some children.

Children had safe and well supported opportunities for sleep and rest. Staff worked closely with families to discuss children's sleep routines to support their wellbeing and development. Dedicated sleep spaces were well supervised and monitored for wider safety aspects. For example, the inspection visit took place during hot weather and staff ensured rooms were cooled, closing shutters, and we saw thermometers and fans were in use.

Mealtimes fostered independence as children served themselves and cleared dishes. A nutritious home-cooked menu was considered a strength by families. Rolling snack and lunch routine meant play was uninterrupted and children had choice when to eat.

The children followed routines with confidence, with staff promoting safety and a sociable experience. The relaxed pace and opportunities for independence supported children to learn lifelong skills. We spoke about aspects of mealtime that could be enhanced such as opportunities for the 2-3 year old children to self serve more consistently, and further homely touches. Handwashing after mealtimes was highlighted as requiring a consistent approach. The service responded during the inspection visit to the handwashing routine and suggestions, demonstrating commitment to high quality provision and improvement.

We saw children of a variety of ages experience a well planned transition into the service with close partnership working with their families. The inclusive, welcoming environment fostered strong family connections. Families reported that staff met their individual family needs and that there were strong relationships. Families felt reassured about their children's care and development through detailed daily information at pick-up times, and updates on their child's care and play via the app. One parent told us: "Staff provide regular and detailed updates via the app which works really well." "Handovers at the end of the day are detailed and thorough." The service had a number of recent events for families including parental involvement month, graduation events and a summer BBQ at an estate in the Borders. This reflected the service commitment to a warm family ethos benefiting the children at the service.

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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