Cranley Nursery Buckstone
Day Care of Children

226 Braid Road
Edinburgh
EH10 6NZ

Telephone: 0131 445 2227

Type of inspection:
Unannounced

Completed on:
30 July 2026

Service provided by:
Cranley Nurseries Limited

Service provider number:
SP2013012215

Service no:
CS2013322289

About the service

Cranley Nursery Buckstone is a day care for children service located in a residential area of Buckstone in Edinburgh. It is close to local transport links, shops, and community services. The service is registered to provide a care service to a maximum of 121 children not yet attending primary school at any one time. Care may be provided to a maximum of 52 children at any one time aged between birth and 3 years from the Junior Building on Braid Road Edinburgh. Care may be provided to a maximum of 69 children at any one time aged between 2 years and primary school entry from the Senior Building which is accessed from the Junior Building entrance.

The service operates from two properties securely enclosed within the same area. They are joined by a garden path, and both are surrounded by outdoor play areas and gardens. Both properties have two levels with each level allowing children access to playrooms, toilet, and changing facilities.

About the inspection

This was an unannounced inspection which took place on 29 and 30 July 2026. The inspection was carried out by two inspectors from the Care Inspectorate.
To prepare for the inspection we reviewed information about the 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:
- observed practice and daily life
- reviewed documents
- spoke with the children using the service
- spoke with the provider, managers, and staff
- received and reviewed 14 questionnaires from family members and 16 from staff members
- spoke with seven parents
- assessed core assurances, including the physical environment.

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.

Key messages

- Leaders demonstrated a commitment to making improvements within the service. They worked effectively with staff to improve outcomes. We found they could strengthen their approach with a focus on sustaining improvements that have been made.
- Staff were kind and caring and had formed positive relationships with children and families.
- To support children to achieve their full potential, the provider should improve how staff observe children's learning and monitor their progress.
- We asked leaders to consider using the national induction resource to provide unfamiliar staff with a robust and reflective induction to support their understanding of their role and responsibilities.
- Children would benefit from regular outings within their local and wider communities to strengthen their connections and enrich their learning experiences.
- Smooth transitions were important to staff, from home to nursery and within the service. This meant children appeared happy, confident and were familiar with routines.

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 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 setting's vision, values and aims supported aspects of practice we observed during the inspection. For example, the development of consistent relationships between children and staff and the promotion of a happy, caring environment. Leaders told us it had been a few years since they had undertaken a review of their vision, values and aims. We agreed through meaningful consultation with children, families, and staff a review would strengthen their relevance and positively influence outcomes.

Leaders were visible, approachable, and clear within their roles, staff spoke positively about the support and guidance they received. This created a culture where improvement was valued, and staff felt empowered to contribute to service development. We signposted leaders to local and national frameworks and guidance to support them further with meaningful changes.
The Quality Improvement plan identified manageable, and measurable priorities that reflected both self-evaluation and inspection findings. Leaders had sought some views and opinions from children, families, and staff to inform developments within the service. We encouraged them to consider how they strengthen consultation to ensure self-evaluation and continuous improvement was influenced by all.

A clear quality assurance calendar supported regular monitoring and review of practice, with monthly audits linked to priorities within their Quality Improvement Plan. Self-evaluation processes were reflective and evidence based. Leaders demonstrated an understanding of where the service was and had accurately identified areas where further improvement was required. We asked leaders to consider distributed leadership across the staff team to help them maintain and sustain improvements that had been made.

Leaders actively drove improvement across the setting. A strong focus on transition work had been effectively led and implemented which meant younger children were engaged, settled and enthusiastic about spending time in the senior building prior to making their move from the junior building. Improvement work beyond the setting had provided targeted support to their sister nursery helping staff implement free-flow experiences and develop rolling mealtimes. These initiatives enhanced children's experiences and demonstrated leaders' commitment to sharing and improving practice.

Staff were recruited safely which helped keep children safe. Staff new to the service told us, they were warmly welcomed, were going through their induction and gained valuable support from a mentor. This meant they felt confident and part of the existing team. We encouraged leaders to use the national induction resource to extend and strengthen the induction process. This would provide unfamiliar staff with a more robust and reflective induction to support their understanding of their role and responsibilities. Additionally, it would enable leaders to better assess staff's understanding of what is expected of 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.

Staff engaged well with children who played independently or cooperatively with the resources available to them. The free-flow approach in both the Senior and Junior buildings enabled children of all ages to make choices about where, what and with whom they played with. This resulted in children who appeared happy and were motivated to play and learn.

Children accessed some loose parts, natural materials, and real-life experiences. There was scope to provide more of these high-quality resources across the service, including enhancing schematic play opportunities for younger children. Increasing the provision of open-ended resources would provide greater challenge, stimulate children's creativity, and sense of wonder. During the inspection staff improved environments in response to our feedback. They added softer lighting, rugs, plants, mobiles, and bunting which created nurturing, inviting, and homely areas for children to play and learn. Children excitedly responded to the added resources and told us, 'Wow, look at all this nice stuff,' 'It's so much fun in here' and 'This is amazing.'

Staff responded to some children's interests, and daily huddles supported planning of the day's activities. However, planning did not clearly show how observations and children's interests informed experiences. While older children shared their views through floor books, children's involvement in planning was not fully embedded, particularly for younger children. Staff had begun to streamline their planning approach before this report was written. Once fully implemented this should help strengthen child-led experiences and enrich children's play and learning.

Observations of children's play and learning were shared with families on a digital platform. This helped families feel included in their child's experiences. While next steps in development had been identified for most children by their families, this was not consistent across the service. Including the views of children and staff would help strengthen opportunities for children to reach their full potential. Tracking of children's progress could be developed further to provide a clearer overview of their achievements and identify any gaps in learning. (See Area for Improvement 1).

Older children benefited from a stimulating outdoor environment that effectively supported exploration, independence, and confidence in managing positive risk. Younger children benefited from regular outdoor play opportunities and one playroom provided free flow access to a balcony area. We asked staff to consider how this area could be made more welcoming and inspiring. Improving this area would enhance younger children's connection with nature and further enrich their play experiences.

Some staff used meaningful conversations and skilled questioning to promote children's thinking and decision-making skills. These high-quality interactions were not yet consistently embedded across the service, which limited opportunities for all children to develop their problem-solving skills. Leaders had identified this area of practice as part of their on going improvement work.

Children accessed some opportunities within their local community, for example, they had visited the theatre and went out on walks. We asked leaders to assist staff to plan for regular outings to strengthen their connections with their wider world and enrich their learning experiences.

Areas for improvement

1. To support children to achieve their full potential, the provider should improve how staff observe children's learning and monitor their progress. This should include but is not limited to:

a) staff being supported to develop their understanding of how to effectively observe and assess children's learning to help plan meaningful experiences
b) identify appropriate next steps for children and track children's progress
c) regularly share children's achievements with families.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state: 'I am supported to achieve my potential in education and employment if this is right for me' (HSCS 1.27).

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 warm, nurturing, and responsive care from staff. Positive relationships and calm interactions supported children to manage emotions, resolve minor conflicts, and build trusting relationships. Staff valued children as individuals, and provided kind and caring support which helped children feel safe, secure, and valued. Families told us, 'The staff are caring, knowledgeable and seem to love their job', 'Friendly, kind and attentive staff members,' 'Staff seem very caring' and ' Very friendly staff who ensure our child feels safe and secure.'

Staff worked in partnership with families to gather relevant information which meant children benefitted from personal plans that reflected their preferences. Strategies of support for children who experienced challenges were not yet fully embedded in practice. Strengthening this area of practice would support staff to consistently meet children's individual needs and help them achieve their full potential.

Staff warmly welcomed families into the service and provided reassurance for children, helping them separate from their families calmly and confidently. Families received feedback at the end of each day, and had the opportunity to attend nursery events, such as, Transition days, Easter day and Graduation celebrations which helped maintain positive relationships. Ensuring smooth transitions was important to staff, from home to nursery and within the service. This meant children were familiar with routines and the pace of their day.

Children benefitted from rolling mealtime experiences and ate their snacks and lunch at a time and pace that was right for them. They were provided with opportunities to be independent and responsible. They self-served, poured their own drinks, and cleared away their dishes.

Staff sat with children at mealtimes, which supported younger children well and engaged older children in meaningful conversations. This resulted in children learning lifelong skills.

Staff carried out personal care routines in a nurturing and caring manner. Children's rights were promoted as staff respected their privacy and dignity. They provided reassurance during intimate care which created a calm and positive experience for children. Staff had a good understanding of safer sleep guidance and responded to children's individual sleep needs. They carried out regular checks on very young children which helped keep them safe. We spoke with a manager about the sleep room door, it did not have a viewing window, which reduced opportunities for staff to monitor children between checks. Before this report was finalised, the door had been removed and replaced with a baby gate. This meant staff could appropriately supervise children while they rest.

Staff demonstrated a clear understanding of child protection procedures and how to respond confidently to concerns which helped keep children safe. Medication was managed well, with robust records and procedures supporting children's health needs. We asked staff to review the storage arrangements for younger children's medication to ensure medication and health protocols were kept together.

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 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.gov.scot

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