Gore Glen Primary School Nursery
Day Care of Children

Gore Glen Primary School
Whitehouse Way
Gorebridge
EH23 4FP

Telephone: 0131 392 1975

Type of inspection:
Unannounced

Completed on:
20 August 2026

Service provided by:
Midlothian Council

Service provider number:
SP2003002602

Service no:
CS2016347684

About the service

Gore Glen Primary School Nursery Class is a daycare service provided by Midlothian Council. The service is registered to provide care to a maximum of 60 children aged three years to those not yet attending primary school.

The nursery is part of Gore Glen Primary School and located within the school grounds. Children and families enter the service through a designated entry area. The environment includes a playroom, fully enclosed outdoor area, and children's toilets are off the main playroom.

About the inspection

This was an unannounced inspection which took place on 19 August 2026 between 09:00 and 17:00 and 20 August 2026 between 09:00 and 12:30. Feedback was shared with the service on 20 August 2026. This 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 children using the service
- received 19 completed questionnaires from families
- received seven completed questionnaires from 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

- The service had a clear vision, values and aims that were developed in consultation with staff, children and families, creating a shared sense of purpose and supporting an inclusive culture.
- Risk assessments were in place; however, further development was required to ensure all areas and experiences were consistently considered and monitored.
- Interactions between staff and children were consistently kind, caring and responsive, helping children feel safe, valued and supported.
- Next steps in learning were not always clearly visible, limiting evidence of how observations informed progression and development.
- Families reported positive, trusting relationships with staff and felt welcomed, respected and supported by the service.

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	3 - Satisfactory / Adequate
Children play and learn	3 - Satisfactory / Adequate
Children are supported to achieve	4 - Good

Further details on the particular areas inspected are provided at the end of this report.

Leadership 3 - Satisfactory / Adequate

Leadership and management of staff and resources

We evaluated this quality indicator as satisfactory/adequate where strengths just outweighed the weaknesses.

The service had clear vision, values and aims in place that aligned with those of the wider school community. These had recently been reviewed in consultation with staff, children and families. This helped to ensure the service's ethos reflected the needs and views of its community and supported children to feel valued, included and involved.

Staff had engaged in self-evaluation activities, particularly reviewing the environment and identifying areas for improvement. Staff shared that they felt included in implementing change and were encouraged to reflect on practice, recognise what was working well and identify areas that could be improved. The service had also begun to implement a Question of the Week approach, providing opportunities for reflection, professional discussion and identifying areas for development. We encouraged the service to focus on one clear improvement priority at a time, supported by measurable actions and success criteria. We also discussed extending the Question of the Week approach to children and families to gather a wider range of views to inform improvement. This would strengthen evaluation processes, promote a reflective culture and help ensure improvement activities are informed by those using the service, leading to positive outcomes for children.

The service had a quality assurance calendar in place, set out by the local authority, which supported the completion of key monitoring activities throughout the year. This included audits of accidents and incidents to identify patterns and trends. We discussed the importance of using this information to inform improvement planning, including the review of risk assessments, policies and procedures. This would strengthen quality assurance processes and help ensure children's health, safety and wellbeing are effectively supported.

Some policies and procedures were in place to support the safe and effective operation of the service. We discussed the importance of ensuring these were reviewed regularly and reflected current legislation, guidance and best practice. This would help to ensure children continue to receive safe, consistent and high-quality care and support.

At the previous inspection, we made an area for improvement relating to medication policies and procedures, including the management and storage of medication. During this inspection, we identified significant concerns regarding medication practice, including incomplete consent forms and weaknesses in the management of risks associated with medication. These issues meant the service could not fully demonstrate that medication was being managed safely and consistently. We discussed these concerns with the service and highlighted the need to review and update medication policies, procedures and associated documentation to ensure they reflect current best practice guidance. This will help ensure children's health needs are managed safely, appropriately and consistently, reducing the potential for errors and supporting positive outcomes for children. (See area for improvement 1 under 'What the service has done to meet any areas for improvement we made at or since the last inspection').

Some risk assessments were in place and supported children's safety and wellbeing. However, these did not

fully consider all areas of the service, activities and experiences available to children. For example, risk assessments had not been developed for aspects of children's daily experiences, including snack provision and transitions between the nursery and primary one outdoor environment. This limited the service's ability to demonstrate a consistent and proactive approach to identifying, assessing and managing potential risks. We discussed the need to review and update risk assessments to ensure they are comprehensive, regularly monitored and reflective of current practice. This will help ensure children experience safe, secure and well-managed environments that support their play, learning and development (see area for improvement 2).

Newly recruited staff reported that they had begun using the National Induction Resource to develop their knowledge, understanding and confidence in their role. We discussed the benefits of extending its use across the wider staff team to promote reflection and strengthen practice. Staff also shared that they had annual appraisals and interim review meetings throughout the year, providing opportunities to reflect on practice, identify development needs and review professional goals. This supported a shared understanding of high-quality care and learning and helped ensure children benefited from a skilled, reflective and well-informed staff team.

Areas for improvement

1. To ensure children's safety and wellbeing, the provider should ensure risk assessments are reviewed and updated. This should include, but is not limited to, ensuring all indoor and outdoor environments, outings, activities, equipment, and individual support needs are appropriately risk assessed, monitored, and reviewed.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'My environment is secure and safe' (HSCS: 5.19).

Children play and learn 3 - Satisfactory / Adequate

Playing, learning and developing

We evaluated this quality indicator as satisfactory/adequate where strengths just outweighed the weaknesses.

Most children were engaged in their play and learning experiences, with staff providing appropriate support to sustain their involvement. Staff were consistently observed at children's level, interacting positively and meaningfully within play experiences. They responded through conversations and provided encouragement and reassurance when needed. This supported children to feel valued and engaged in their learning, while promoting their confidence, wellbeing and development.

Interactions were kind, caring and supportive. Staff engaged children in conversations, listened attentively and responded warmly to their individual needs and interests. Staff were approachable and provided reassurance, encouragement and praise throughout the day. This helped children feel safe, valued and supported, promoting their confidence, wellbeing and positive relationships.

Children were able to make some choices throughout the day. However, opportunities for sustained uninterrupted play were limited by frequent adult-led group experiences including group times and stories.

During these experiences, some children appeared unsettled and distracted, indicating that they were not always meeting children's individual needs, interests or stages of development. As a result, children's rights to choice and independence where not consistently promoted. We discussed the importance of reviewing the frequency, length and purpose of these experiences and monitoring their impact on children's engagement, wellbeing and learning. Doing so would enable the service to better evaluate whether group experiences are meaningful and responsive to children's needs.

Resources were accessible, and children could access both indoor and outdoor play experiences at various points throughout the day. One child told us, "I like playing outdoors on the climbing frame." This supported children to make choices, lead their own learning and develop confidence and independence. We discussed opportunities to further enhance the environment by providing additional challenge and open-ended resources to extend children's thinking, problem-solving skills and learning.

Planning approaches included both intentional and responsive planning. Staff recorded observations within floor books and an online platform, capturing children's experiences and learning. Children's voices were evident within these records, demonstrating that their views were valued. Next steps in learning could be more visible to show how observations were being used to support progression and ongoing development (see area for Improvement 1).

Tracking and monitoring processes had been introduced during the previous year using a traffic light system approach. This supported identifying where children were in their learning and development, as well as any additional support required. This demonstrated a commitment to understanding individual progress and improving outcomes for children. We discussed the importance of moderating this information to ensure all staff had a shared understanding of children's progress and were making consistent judgements about learning and development. This would help to ensure children receive appropriate support and that planning effectively meets their individual needs and next steps.

Areas for improvement

1. To ensure play experiences provide appropriate challenge and meet children's interests, developmental needs and rights, the service should reflect on its planning systems. This should include, but is not limited to:

- reviewing the interruptions to play and learning
- reviewing the resources available in the environment both indoors and outdoors
- identifying next steps to support children progress and achieve.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'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' (HSCS 2.27).

Children are supported to achieve 4 - Good

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.

Staff worked well together to create a positive, caring and welcoming environment. Children experienced warm, nurturing interactions and appeared safe, secure and valued. Laughter and meaningful conversations were evident throughout the session, supporting children's wellbeing, confidence and sense of belonging. This helped children engage positively in play, learning and daily experiences.

Home visits were used effectively to support children's transition from home to nursery and helped staff build positive relationships with children and families before children started attending. One staff member shared, "We do home visits for each of our children before they start and I believe that this has opened the door to us creating those strong relationships with our parents, helping them to feel at ease with the whole transition into nursery process and answer any questions they may have or concerns." This helped children feel secure and settled and supported positive partnerships with families from the outset.

Transitions were being developed, with nursery and Primary 1 children sharing outdoor spaces as part of the transition process. Staff were reflecting on the impact of this approach and identifying ways to enhance children's experiences. This helped children build confidence and familiarity as they prepared for their move to school. One parent commented, "My child is outside all the time and uses the outdoor equipment. It's fantastic that the area is expanded into the primary one playground, strengthening exploration and social bonds".

Lunchtime was a relaxed and sociable experience, with staff sitting alongside children, offering support and encouraging conversation. Positive relationships were evident, and it was particularly pleasing to see catering staff knowing the children well and engaging warmly with them. This helped children feel valued, secure and included during mealtimes.

During snack time, children helped to prepare their snack, made choices about what they would like to eat and drink, and independently poured their own drinks. This supported children's confidence, independence and self-help skills. We encouraged the service to continue building on these opportunities to further promote children's independence.

Personal plans were in place and contained information about children's individual needs, preferences and routines. We highlighted the importance of reviewing these regularly in partnership with families to ensure information remained accurate and up-to-date. This would help ensure care and support continued to reflect children's current needs and circumstances, promoting their wellbeing, development and positive outcomes.

Families shared through feedback that they had developed positive relationships with staff and felt welcomed, respected and supported. Parents described staff as approachable, understanding and caring. One parent commented, "Have a good relationship with all the staff, they're very approachable and understanding," while another shared, "They are approachable and kind. I feel like they genuinely know my

child and care about their wellbeing." These comments reflected the strong relationships staff had built with children and families. This helped families feel confident in the care their children received and supported positive partnerships between home and the service.

Some families shared that communication about their child's learning could be further developed. The service had also identified this as an area for improvement. Strengthening how children's learning and progress are shared with families would support greater involvement in children's learning and development.

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

The service manager should review the policy and procedures for the management and storage of children's medication to incorporate best.

Management and staff should refer to Care Inspectorate good practice guidance 'Management of Medication in Daycare of Children and Childminding Services' (2014)

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'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 8 March 2018.

Action taken since then

During the inspection, medication held on the premises did not have fully completed consent forms in place, and there were inconsistencies in documentation. Although these issues were addressed during the inspection, they indicated that procedures were not yet being implemented consistently. We discussed the need for the service to review and update its medication policy and procedures to ensure they reflect current best practice guidance and support safe, consistent medication management for all children.

Therefore, this area for improvement has not been met and remains in place.

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	3 - Satisfactory / Adequate
Leadership and management of staff and resources	3 - Satisfactory / Adequate

Children play and learn	3 - Satisfactory / Adequate
Playing, learning and developing	3 - Satisfactory / Adequate

Children are supported to achieve	4 - Good
Nurturing care and support	4 - Good

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