Gryffe Manor Nursery
Day Care of Children

The Butts
Houston Road
Houston
Johnstone
PA6 7BA

Telephone: 01505 613 134

Type of inspection:
Unannounced

Completed on:
4 June 2026

Service provided by:
Gryffe Manor Nursery Ltd

Service provider number:
SP2017012994

Service no:
CS2017360728

About the service

Gryffe Manor Nursery is a daycare of children service, located in the village of Houston, Renfrewshire. The service operates in partnership with Renfrewshire Council and provides funded early learning and childcare places for eligible children.

The service is registered to provide care for a maximum of 92 children: 20 children aged 0 to 2 years, 20 children aged 2 years to under 3 years, and 52 children aged 3 years to not yet attending primary school.

The nursery is situated within a secluded woodland setting and operates across two buildings, both of which have direct access to secure outdoor play areas, an outdoor classroom and a forest/camp learning environment that support play, learning and exploration.

The baby room and provision for children aged 3 to 5 years are located within the main nursery building, while children aged 2 to 3 years are accommodated in a nearby converted cottage. Children have access to age-appropriate toilet and nappy changing facilities.

The service is close to local amenities and public transport links.

About the inspection

This was an unannounced inspection which took place on 3 and 4 June 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 registration information, information submitted by the service and intelligence gathered since registration of the service In making our evaluations of the service we:

- spoke with a small number of children using the service
- spoke with staff and management present on the days we visited the service
- gathered feedback from 4 staff members using a questionnaire
- gathered feedback from 7 family members using a questionnaire
- observed staff practice and children's experiences
- assessed core assurances, including the physical environment
- 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 were happy, confident and secure, had formed positive relationships with staff and peers which supported their wellbeing and sense of belonging.
- Children benefited from rich indoor and outdoor learning experiences that promoted curiosity, creativity, independence and enjoyment.
- Outdoor learning was further enhanced by the forest camp space, which provided engaging opportunities for exploration, imaginative play, managed risk-taking and learning through nature.
- Resources and learning environments had been reviewed and enhanced, providing children with greater choice and opportunities to follow their interests.
- Staff demonstrated an increasing understanding of the planning cycle, using observations and children's interests to identify next steps, celebrate achievements and monitor progress.
- Quality assurance and improvement activities had been strengthened and were positively impacting children's experiences and outcomes.
- Managers and staff demonstrated a strong commitment to reflection, professional learning and continuous improvement.
- Strong relationships and community connections helped create a welcoming environment where children and families felt respected, valued and at the heart of 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	5 - Very Good
Children thrive and develop in quality spaces	5 - Very Good
Children play and learn	5 - Very 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

We found major strengths in this aspect of the service and identified very few areas for improvement. Therefore, we evaluated this quality indicator as very good.

Quality Indicator: Leadership and management of staff and resources

The service's vision, values and aims had recently been reviewed and clearly set out their vision of providing a safe, nurturing and inclusive environment where children were supported to become confident, curious and capable learners.

These, alongside the curriculum rationale, were shared with families through an information booklet which outlined the service's approach to learning, wellbeing and development. In practice, their vision and values were reflected in warm, nurturing relationships, a child-centred approach and meaningful learning experiences that supported children's wellbeing, confidence and development.

There was a strong culture of teamwork and shared responsibility across the service, with staff and leaders working collaboratively to support improvement. Staff were open, reflective and fully engaged throughout the inspection process, demonstrating a clear understanding of the service's improvement journey. They spoke positively about supporting one another and maintaining a focus on achieving the best possible outcomes for children and families.

Leadership arrangements were well established, with managers, deputies and room leaders understanding and taking ownership of their roles and responsibilities. Staff spoke positively about the support provided by leaders and described a positive working culture where they felt valued, respected and supported.

Leaders were visible throughout the nursery and playrooms and had warm, positive relationships with children, demonstrating that they knew them well. They modelled best practice and promoted a consistent approach to care and learning. This helped create a nurturing environment where children experienced stability, consistency and positive relationships.

Leadership opportunities enabled some staff to lead and champion areas including literacy, numeracy, nurture, parental engagement, Book bug and the Talk for Writing programme. Staff spoke positively about these roles and the opportunities they provided to share ideas, develop confidence and support colleagues. This strengthened practice across the service and enriched children's learning experiences

Quality assurance and self-evaluation processes had been further developed and were supporting ongoing improvement. A monitoring calendar guided regular review of planning, safeguarding, personal plans, learning journals, health and safety, medication, staff development and practice observations. Self-evaluation drew on observations, professional dialogue, staff meetings and feedback from children, families and partner agencies. Children's voices were recognised and valued, helping to shape experiences and contribute to service developments, one parent told us, 'my child has been involved in committees - big breakfast and learning walks. They are very proud of their contributions'. This demonstrated that children were being meaningfully involved in decisions that affected their nursery experience.

Improvement planning was clear, purposeful and focused on priorities for children. Leaders could evidence progress against previous action plans and provide examples of how developments had influenced practice.

Improvements had been implemented at a meaningful and realistic pace, allowing changes to become embedded and positively influence children's experiences.

Leaders and staff took a reflective approach to practice. Zone reflection floor books had been introduced to encourage staff to view play spaces and learning environments from children's perspectives. Observations, reflections and resulting changes were documented, helping staff evaluate how environments supported children's engagement and involvement. Staff spoke positively about this approach and planned to continue using it as part of their ongoing improvement work.

Information gathered through monitoring activities was used to identify strengths, prioritise actions and support service development. Staff showed an increasing awareness of how their practice influenced children's experiences and outcomes and were becoming more confident in using reflection to inform ongoing improvements.

The impact of this work was evident across the service. Improvements to infection prevention and control practices had further enhanced children's health, safety and wellbeing. Developments to play spaces had increased children's access to resources, promoted greater choice and independence, and created more engaging learning environments. Reviews of mealtime experiences had informed positive changes that supported children's participation, responsibility and self-help skills. Approaches such as Talk for Writing were becoming more embedded across the nursery and had been successfully introduced to younger age groups, supporting children's communication, language and early literacy development.

A wide range of professional learning opportunities had strengthened staff knowledge, confidence and practice. Staff were able to describe how training had influenced their work, particularly in relation to planning, observations, learning environments and children's engagement. As a result, children benefited from experiences that were increasingly responsive to their interests, needs and stages of development.

Safe recruitment procedures were in place, helping to ensure children were cared for by suitable staff. Induction, mentoring and ongoing professional learning supported staff to develop confidence and consistency in their roles. Staff from the out-of-school care service also provided support within the nursery when required, helping maintain a consistent approach to children's care and experiences.

There was a strong sense of teamwork across the service, underpinned by positive relationships and a shared commitment to getting it right for children and families. This created a positive culture where children were supported by caring, knowledgeable and committed staff who continually reflected on and developed their practice. The service should now continue its improvement journey and sustain the positive developments already achieved to ensure positive outcomes for children remain at the heart of practice.

Children thrive and develop in quality spaces — 5 - Very Good

We found major strengths in this aspect of the service and identified very few areas for improvement. Therefore, we evaluated this quality indicator as very good.

Quality Indicator: Children thrive and develop in quality spaces

The environment was clean, welcoming and well organised, helping children feel secure, comfortable and confident within their surroundings. Attractive displays throughout the nursery provided useful information for families and reflected children's experiences and learning.

Appropriate security arrangements, including controlled entry systems, visitor procedures and secure garden gates, helped ensure children could play, learn and explore safely.

Children had access to high-quality indoor and outdoor spaces that supported a wide range of experiences. Resources had been further developed since the previous inspection, providing greater variety and choice for children. They were easily accessible and appropriately sized, enabling children to make choices, direct their own play and move confidently throughout the setting. The service should now continue to build on the range of resources available to further enhance children's experiences.

Free-flow access between playrooms and outdoor areas enabled children to move freely between spaces, follow their interests and extend their learning throughout the day. Children regularly accessed the garden, outdoor classroom and forest camp space, which provided rich opportunities for exploration, creativity and discovery. Natural materials, loose parts and nature-based experiences encouraged imaginative play, curiosity and problem-solving. Leaders had continued to enhance outdoor areas through additional resources and improvements to play spaces, increasing opportunities for challenge, choice and exploration. Improvements to boundaries further strengthened children's safety while maintaining opportunities for adventurous and risky play.

Risk assessments had been reviewed and strengthened, particularly within larger outdoor areas such as the forest and camp spaces. Risk assessments and daily safety checks were displayed and used to support a consistent approach to safety across the service. Staff demonstrated a good understanding of balancing safety with opportunities for challenge, supporting children to develop confidence, resilience, risk awareness and problem-solving skills through play.

Accidents and incidents were appropriately recorded and shared with families, while regular audits supported oversight and risk management across the service. A high number of staff held current first aid qualifications, helping to ensure children's health, safety and wellbeing were well supported.

Children's health and wellbeing were further supported through improved infection prevention and control practices. Monitoring and audit processes had strengthened consistency across the service and contributed to high standards of cleanliness and hygiene. Staff and children demonstrated good hand hygiene throughout the inspection, including within outdoor areas at the camp space where handwashing facilities and an outdoor toilet supported positive hygiene practices.

Appropriate arrangements were in place for the storage of nappies and wipes, and staff consistently used gloves and aprons during personal care routines. The service had strengthened its policy and procedures for the use of reusable wipes. Leaders should continue to monitor the use of reusable wipes to ensure practice remains safe, consistent and in line with best practice, infection prevention and control guidance.

The building and grounds were well maintained and provided children with safe, welcoming and attractive spaces for play and learning. Systems were in place to identify, record and address maintenance issues promptly. A dedicated maintenance team supported the upkeep of the service, ensuring issues were addressed timeously.

An ongoing maintenance plan, with identified priorities and timescales, supported continued improvements across the environment. Planned developments included a more permanent outdoor structure to replace the existing gazebo, supporting outdoor play, learning and sleeping throughout the year, alongside further improvements to storage and cloakroom arrangements. These planned developments were positive and would further enhance children's experiences across the service.

Policies and procedures supported staff to promote children's health, safety and wellbeing. The service was registered with the Information Commissioner's Office (ICO), helping to ensure children's personal information was managed securely. Appropriate arrangements were also in place for the use of CCTV (Closed-Circuit Television), with clear procedures and signage supporting safety, security and privacy across the service.

Children play and learn 5 - Very Good

We found major strengths in this aspect of the service and identified very few areas for improvement. Therefore, we evaluated this quality indicator as very good.

Quality Indicator: Playing, learning and developing

Children were happy, engaged and actively involved in their play and learning. They confidently made choices, followed their interests and led their own learning.

A balance of child-led and adult-supported experiences promoted curiosity, creativity and enjoyment. Staff interactions were warm and responsive, with increasing use of questioning, conversations and shared thinking to extend children's language, ideas and engagement. As a result, children were developing as confident, capable and motivated learners.

Staff training had a positive impact on children's learning and development. Increased knowledge and confidence had strengthened interactions, observations and planning approaches. Staff demonstrated a growing understanding of how to identify and support children's next steps, ensuring experiences were meaningful and responsive. Staff spoke positively about outdoor loose parts training, which had increased confidence in providing open-ended experiences that supported creativity, curiosity and exploration.

Play spaces had been thoughtfully developed to support children's interests and independence. Accessible resources and increased use of loose parts enabled children to make choices, direct their own play and remain engaged. Children benefited from a rich range of experiences indoors and outdoors, supported by free-flow access between spaces.

Babies explored sensory resources including shaving foam, playdough, sand, paint, mirrors, scarves and textured materials. We saw babies enjoying role play with dolls, cuddling and settling them to sleep. Staff adapted experiences for younger and less mobile babies, ensuring they could access resources and participate fully in play.

Children aged 2-3 years enjoyed a variety of experiences which supported communication, creativity and developing independence. They confidently used the climbing frame, built dens with blocks, explored paint and playdough and engaged with an interactive wall board featuring switches and locks. The quiet room was used well to support smaller-group experiences, where children enthusiastically explored The Hungry Caterpillar story using story logs and characters before creating butterflies from loose parts materials. We also observed children excitedly identifying colours during play.

Older children enthusiastically participated in experiences such as making soup using child-safe knives to chop vegetables, constructing large vehicles they could sit in, painting, playdough and junk modelling.

These experiences supported independence, creativity and problem-solving as children shared ideas and engaged in imaginative role play. Children also made good use of the smart boards, engaging with games and drawing programmes that supported creativity, turn-taking and digital skills.

Outdoor learning was a significant strength of the service. Children of all ages engaged in activities such as potion making, bug hunting, bird watching and imaginative play. Children used leaves, flowers and sticks creatively in their play, while access to mud kitchens, loose parts, woodwork, water and sand play encouraged collaboration and problem-solving. We observed children deeply engaged in schematic play, transporting water, mud and resources across outdoor spaces. Children were busy, engaged and having fun, often sustaining their play for extended periods.

Children also benefited from opportunities for active play through bikes, trikes, climbing equipment and balance resources. They thoroughly enjoyed playing outdoors in the rain, including splashing in puddles, while developing confidence, resilience and an understanding of risky play. Staff recognised the benefits of outdoor play and used outdoor experiences to support children's learning and wellbeing.

The outdoor classroom was currently being developed into a woodwork space. Children had already begun discussing what they hoped to make and were enthusiastic about being involved in the development of this area.

Language, literacy and numeracy were naturally embedded throughout children's play. We saw children enjoying experiences such as counting, sorting, matching, filling and emptying, while books, puppets, props, stories, songs and rhymes supported communication and early literacy development. As a result, children were developing skills and confidence through meaningful play experiences.

Experiences including Spanish, music and movement, and football enriched children's learning. We observed children thoroughly enjoying football sessions. Staff also facilitated similar experiences for children who were not participating at that time. Community walks helped children develop confidence and connections within their wider community. Parents spoke positively about favourite experiences including visits to the camp, outdoor classroom, park, parachute games and football.

Planning was well supported by the Early Years Teacher. Staff demonstrated increased confidence and a stronger understanding of the planning cycle, which was becoming increasingly embedded across the service.

Observations were meaningful and focused on children's interests, achievements and progress, informing child-centred and responsive experiences. Termly reports clearly identified children's progress and next steps in learning, drawing on information gathered through learning journals and ongoing observations. Leaders recognised the importance of continuing to monitor this approach to ensure consistency across the service. As a result, children benefited from experiences that reflected their interests and supported their learning and progress.

Children's learning was shared regularly with families through daily communication, learning journals and digital updates. We saw children looking at photographs in their learning journals, which prompted discussions about previous experiences and achievements. Parents were also encouraged to contribute photographs and share learning from home, supporting continuity between home and nursery. This supported a shared approach to children's learning and development.

Children are supported to achieve 5 - Very Good

We found major strengths in this aspect of the service and identified very few areas for improvement. Therefore, we evaluated this quality indicator as very good.

Quality Indicator: Nurturing care and support

Children and families were warmly welcomed into the service, creating a caring, inclusive and nurturing atmosphere. Positive, trusting relationships were evident throughout the nursery. Staff knew children and their families well and responded sensitively to their individual needs, preferences and routines.

Children experienced kind, respectful and responsive care from staff who knew them well and were attuned to their wellbeing needs. Children sought comfort, reassurance and support from familiar adults, demonstrating secure attachments and a strong sense of belonging. Positive relationships with peers were also evident, with children forming friendships, playing cooperatively and enjoying one another's company. As a result, children were relaxed, happy and confident in their surroundings and relationships.

Parents spoke very positively about the relationships staff had developed with both children and families. They described staff as 'friendly and warm', 'kind and welcoming' and appreciated how they 'really take the time to get to know the children'. One parent commented that their 'keyworker is great, very approachable and is always kept informed', while another shared that their child had 'fabulous relationships with staff and has made great friendships'. These comments reflected the genuine care, strong relationships and sense of connection experienced throughout the service.

Strong partnerships with families helped ensure continuity and consistency between home and nursery. Personal plans were created and reviewed with parents and reflected children's routines, preferences, health needs and individual circumstances, supporting staff to provide responsive, individualised care. Information booklets within the younger age groups further supported consistency of care by providing staff with quick access to important information about children's routines and preferences.

Where children required additional support, staff worked closely with families and relevant professionals to ensure the right support was in place to meet their individual needs and promote positive outcomes. As a result, children experienced a consistent approach to their care and support.

Flexible settling-in and transition arrangements enabled children to settle at a pace that was right for them, helping them develop confidence and a sense of security. Partnership working between nursery and out-of-school care staff supported continuity, helping maintain familiar relationships and routines.

Staff responded sensitively to children's emotions and supported them to recognise and express their feelings. We saw children access comfort items when needed, helping them feel reassured and secure. Books, prompts, visual supports and programmes focusing on emotions were used to encourage children to talk about their feelings and develop their emotional awareness. Quiet spaces indoors and outdoors also provided opportunities for children to relax away from busier areas, supporting their wellbeing and self-regulation.

Mealtimes provided opportunities for children to enjoy eating together, chat with friends and staff, and develop independence. Children were encouraged to make choices, serve themselves and pour drinks, helping to build confidence and self-help skills. Children ate well and enjoyed the food on offer.

The recently developed outdoor snack area for children aged 2-3 years provided additional opportunities for choice, social interaction and outdoor experiences.

Lunchtime helper roles had been introduced within the 2-3 room and older children's areas, giving children opportunities to take responsibility and contribute positively to the nursery community. Children were eager to undertake these roles and demonstrated pride in helping others. Staff remained attentive throughout mealtimes, supporting children to eat safely while encouraging independence and positive eating habits.

Sleep and rest arrangements reflected children's individual needs and routines. Babies benefited from a calm, dedicated sleep room where soft lighting and fairy lights helped create a restful atmosphere. Comfortable spaces, blankets and comforters were available where required, while some children benefited from outdoor sleep opportunities. Staff monitored children appropriately during sleep periods to ensure their comfort, wellbeing and safety.

Personal care routines were carried out sensitively and respectfully. Nappy changing and toileting routines promoted children's privacy, dignity and wellbeing, with minimal disruption to their play and learning.

Clear systems were in place for the safe storage, administration and recording of medication. Staff were knowledgeable about children's allergies, dietary requirements and medical needs and worked together to ensure children received the support required to meet their individual health needs.

Staff demonstrated a strong understanding of their safeguarding responsibilities and child protection procedures. They were well trained and committed to promoting children's safety, wellbeing and rights. Clear policies and procedures were in place to guide practice, and information for families was displayed throughout the nursery. This helped ensure children experienced care and support within a safe, nurturing and protective environment.

Children and families were at the heart of the service. Regular communication, stay-and-play sessions, open events, community outings and seasonal activities helped families feel involved and connected to nursery life. Parents spoke particularly positively about opportunities such as the nursery summer trip, which helped strengthen relationships and create positive shared experiences for children and their families.

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 support positive outcomes and enrich children's play experiences, resources should be reviewed and built upon, leadership and staff should:

Provide resources to children with more challenge, open ended materials and loose parts play, capture interests, promote their curiosity and imagination and their sense of wellbeing and wonder.

Review the layout of the indoor and outdoor play spaces to make better use of the available space, creating well-defined areas that offer children greater opportunities to play, learn, choose from a variety of resources independently, and explore their creativity.

This is to ensure that care, play and learning is consistent with the Health and Social Care Standards (HSCS) which states 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 to my age and stage, which stimulate my natural curiosity, learning and creativity' (HSCS 2.27).

This area for improvement was made on 26 June 2025.

Action taken since then

The service had taken positive action to address the identified infection prevention and control issues. Porous surfaces had been repaired, supporting effective cleaning and maintenance of the environment. Arrangements for the use and storage of potties, nappies and wipes had been reviewed to better promote children's privacy, dignity and infection prevention and control.

The service had also undertaken further research into the use of reusable wipes and continued to offer parents choice in relation to their use. More robust procedures had been developed to support the safe and appropriate use of reusable wipes.

Fridges that could not be cleaned effectively had been replaced.

There is an ongoing maintenance programme in place to support the upkeep of equipment and the environment.

Infection prevention and control auditing processes had also been strengthened to support effective monitoring and continuous improvement in practice.

This area for improvement has been met.

Previous area for improvement 2

Outcomes for children should be improved by supporting staff to implement a child-centred approach to observation, planning, and assessment of children's learning through play.

In addition, staff should be further supported in developing their understanding of child development and planning cycles.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'As a child, my social and physical skills, confidence, self-esteem and creativity are developed through a balance of organised and freely chosen extended play, including using open ended and natural materials.(HSCS 1.31) and

'I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes.'(HSCS 3.14

This area for improvement was made on 26 June 2025.

Action taken since then

Staff had engaged in a range of professional learning opportunities and worked closely with the Early Years Teacher to strengthen their knowledge and understanding of child development, observations, planning and assessment.

Leadership teams had provided ongoing support and oversight, monitoring planning approaches and promoting consistency across the service.

Staff demonstrated a very good understanding of the planning cycle and were increasingly confident in using observations and children's interests to inform planning.

Observations were more meaningful, individualised and focused on children's learning and development. Staff were able to identify next steps, celebrate achievements and monitor children's progress effectively. This had resulted in a more child-centred approach to planning and assessment, ensuring children benefited from responsive learning experiences that reflected their interests, needs and stages of development.

This area for improvement had been met.

Previous area for improvement 3

To ensure children are safe and secure at all times the outdoor perimeter accessed by children should be reviewed and risk assessments should be developed and implement to support a safe environment.

This should include, but not be limited to:

Developing the garden areas to ensure children are secure and can freely access outdoor play spaces safely.

Implementing robust risk assessments that are shared with staff and reviewed regularly, and include consideration of car use in the carpark near children's play spaces.

Implementation of boundary/perimeter fence or physical barriers to provide a secure space for children to play and discourage unauthorised access.

This is to ensure that care and support is consistent with Health and Social Care. Standards (HSCS), which state that: 'My environment is secure and safe' (HSCS 5.16)

This area for improvement was made on 26 June 2025.

Action taken since then

The service had taken positive steps to further enhance children's safety and wellbeing within the outdoor environment. Outdoor spaces had been reviewed and developed, enabling children to access a range of play and learning opportunities with confidence.

Arrangements around the outdoor boundaries had been strengthened, helping to provide children with a secure space in which to play, explore and learn.

Risk assessments had also been reviewed and updated to better reflect the outdoor environment, including consideration of the nearby car park area. Staff were familiar with these arrangements and demonstrated an awareness of their role in supporting children's safety.

This area for improvement had been met.

Previous area for improvement 4

To ensure children experience high quality facilities, that support children to play and rest in an environment that is well maintained and supports rigorous infection prevention and control. The provider and manager should consider attention to the following areas:

Repairing areas that have exposed porous surfaces.

Review the use of potties along with storage to support children's privacy and dignity and good infection prevention and control.
Review the storage for children's nappies and wipes to ensure they are stored individually in sealed, wipeable containers.

Review the use of reusable wipes and develop robust procedures for the use of these for cleaning children's faces and handwashing only, in line with the Infection Prevention and control best practice advice given.

Replace fridges that cannot be cleaned appropriately.

Review infection, prevention and control audits to ensure they positively improve practice.

This is to ensure that care and support is consistent with the Health and Social Care Standards which state that: 'I experience an environment that is well looked after with clean, tidy and well-maintained premises, furnishings and equipment'. (HSCS 5.22)

This area for improvement was made on 26 June 2026.

Action taken since then

The service had taken positive action to address the identified infection prevention and control issues. Porous surfaces had been repaired, supporting effective cleaning and maintenance of the environment. Arrangements for the use and storage of potties, nappies and wipes had been reviewed to better promote children's privacy, dignity and infection prevention and control.

The service had also undertaken further research into the use of reusable wipes and continued to offer parents choice in relation to their use. More robust procedures had been developed to support their safe and appropriate use.

Fridges had been replaced, and managers advised that an ongoing maintenance programme was now in place to support the upkeep of equipment and the environment. Infection prevention and control auditing processes had also been strengthened to support effective monitoring and continuous improvement in practice.

This area for improvement has been met.

Previous area for improvement 5

To improve outcomes for children. The leadership team should further develop and implement robust quality assurance systems with a focus on, monitoring children's experiences, the indoor and outdoor environment, Infection Prevention and control, monitoring of staff practice and evaluating and improving the nursery.

This is to ensure that management and leadership is consistent with the Health and Social Care Standards which states 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 26 June 2025.

Action taken since then

The leadership team had further developed quality assurance and monitoring arrangements across the service.

Regular monitoring activities were in place to review children's experiences, planning, learning environments, infection prevention and control, staff practice and service improvement.

Monitoring of indoor and outdoor environments, infection prevention and control practices and staff practice had resulted in a number of positive developments across the service.

Staff were increasingly involved in reflective practice and continuous improvement, and leaders had clear oversight of priorities and progress.

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.com.

Detailed evaluations

Leadership	5 - Very Good
Leadership and management of staff and resources	5 - Very Good

Children thrive and develop in quality spaces	5 - Very Good
Children experience high quality spaces	5 - Very Good

Children play and learn	5 - Very Good
Playing, learning and developing	5 - Very Good

Children are supported to achieve	5 - Very Good
Nurturing care and support	5 - Very Good

To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and help services to improve. We also investigate complaints about care services and can take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

You can also read more about our work online at www.careinspectorate.scot

Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

Find us on Facebook

Twitter: @careinspect

Other languages and formats

This report is available in other languages and formats on request.

Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànain eile ma nithear iarrtas.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿਚ ਉਪਲਬਧ ਹੈ।

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.