Rosebuds Daycare (Inverness / Nairn)
Day Care of Children

The Old School
Petty East
Gollanfield
Inverness
IV2 7QP

Telephone: 07818492470

Type of inspection:
Unannounced

Completed on:
11 June 2026

Service provided by:
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Service provider number:
SP2012984390

Service no:
CS2024000156

About the service

Rosebuds Daycare Service provides a daycare of children service in Ardersier, Inverness. The service is registered to provide a care service to a maximum of 55 children from birth to those not yet attending primary school. There were 33 children registered at the time of the inspection.
The nursery consists of three playrooms. Each playroom has access to toilets and changing facilities. One playroom has free flow access to an outdoor play space. There is an additional large garden space within the grounds.

About the inspection

This was an unannounced inspection which took place on 10 and 11 June 2026 between 08:00 and 16:45. Feedback was shared with the service on 11 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 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 four completed questionnaires from families and spoke to three families
- 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

Key messages
- Leaders knew the service well and were developing quality assurance and self-evaluation systems that were beginning to improve children's experiences.
- Children experienced some positive play and learning opportunities, including sensory play, stories, songs and outdoor experiences. Planning, observations and next steps needed to improve so all children experienced enough challenge and progression in their learning.
- Staff provided warm, nurturing care and knew children well. This helped children feel safe, valued and reassured, particularly during personal care, mealtimes and rest routines.
- Children benefited from improvements to some spaces, including the baby room and garden. However, environments were not yet consistently inviting, well-resourced or purposeful enough to support curiosity, choice and deeper play.

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 thrive and develop in quality spaces	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 4 - Good

We evaluated this quality indicator as good, where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

The service benefited from a committed leadership team who knew the setting well and understood its strengths and areas for development. Leaders promoted values focused on children being safe, included, respected and nurtured. These values were reflected in practice. For example, staff used positive language during play and supported children to understand kindness, inclusion and safety when resolving minor conflicts. This helped children feel valued and supported them to play alongside others more successfully.

The service had reviewed the vision, values and aims with staff and children. They recognised that families should be more involved in the next review. Information for families was displayed and updated regularly. Leaders also gathered feedback through surveys, questionnaires and discussion and shared collated responses with them. This helped families understand improvement priorities and showed that their views were valued.

Quality assurance and self-evaluation systems were developing. We found leaders used an improvement plan, monitoring visits, audits, staff meetings and local authority quality assurance visits to identify priorities for improvement. These included developing spaces, lunch time routines and supporting staff practice. This showed leaders had an improving understanding of what was working well and what needed to improve.

Some improvement work was having a positive impact on children's experiences. Monitoring of lunchtime practice had led to children being better supported to develop independence and self-help skills. Leaders had also improved the garden, adapted the baby room and created some cosier spaces. These changes helped create more responsive and nurturing environments. Inspection findings showed that improvements were not yet consistent across all spaces. Leaders had also identified this through their own quality assurance processes. Further development of the environment was needed so all children experienced consistently high-quality spaces.

Staff were supported through induction, training, wellbeing arrangements and reflective professional discussions. Staff shared that they felt well supported by leaders. This helped staff settle into routines, understand expectations and get to know children, supporting more consistent experiences for children.

Leaders were developing a more reflective staff culture through employee reviews, professional development discussions and personal improvement plans. Quality assurance records did not yet consistently show the impact of improvement activity. Leaders should strengthen how they record, evaluate and review improvement work so they can clearly evidence the difference changes are making to children's experiences across the setting.

Staff wellbeing was a clear leadership focus. Leaders used mental health check sheets, wellbeing plans, support plans and regular check-ins to understand staff needs. They offered practical and sensitive support and clear strategies to help staff. This promoted a supportive ethos and helped to create a positive and calm environment for children.

Children thrive and develop in quality spaces 3 - Satisfactory / Adequate

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

The service had made progress in developing some areas of the environment. The baby room had been transformed into a soft, calming and comfortable space where babies could explore, rest and move safely. The garden provided a large outdoor space with experiences that supported children's play and exploration. However, this quality was not consistent across all areas. Some spaces were less inviting and did not support children's curiosity, choice and sustained engagement well enough.

Systems were in place to monitor how many children were attending, which helped staff keep children safe across the building. Infection prevention and control measures were well considered, and staff followed these in practice.

Some spaces had been improved and freshly painted. Children's artwork was displayed in playrooms and learning walls were positioned at children's level. This helped children see that their work and learning were valued.

Some areas provided children with good-quality resources that supported exploration, problem solving and imaginative play. However, this was not consistent across all playrooms. As a result, not all children had the same access to high-quality, open-ended resources that promoted creativity and sustained engagement.

Some environments and resources needed further development to provide inviting and purposeful spaces that promoted curiosity and exploration. During the inspection, we found that some areas were not inviting enough to encourage children to use them meaningfully and soft spaces were not always used well to support rest, or quiet play. Some planned experiences had not been fully prepared or resourced before children accessed them. For example, staff could not find glue spreaders in time to support and extend learning. This reduced children's choice, engagement and opportunities for deeper play and learning. Play spaces and experiences should be organised, stocked and appropriately resourced each day.

Outdoor play supported children's choice well in the two to three room. However, children in the three to five room did not have regular free-flow access to outdoor play. Some children who attended in the morning did not have opportunities to play outdoors. This limited children's choice, movement and opportunities to learn through outdoor play. The service could explore ways to improve access to outdoor play so all children have regular choice, challenge and meaningful opportunities to learn outside.

The environment was generally safe, but some areas needed further improvement to provide consistently high-quality spaces for children. During the inspection, we found areas of damp wood, chipped paint, damaged skirting boards and cupboards that required attention. Leaders had identified planned refurbishment was taking place imminently. This could help contribute to children experiencing a consistently well-maintained, comfortable and welcoming environment.

Children play and learn — 3 - Satisfactory / Adequate

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

Children experienced some positive play and learning opportunities. Experiences were not yet consistent enough across all playrooms to support all children's progress, curiosity and sustained engagement. Children's engagement in play was inconsistent across areas of the nursery. Some children showed interest

and curiosity in experiences linked to space, sea life and magnetic shapes. There were times when children were not focused or engaged and flitted between areas and activities. This showed that some experiences did not hold children's attention long enough to support sustained engagement, deeper thinking or progression in learning.

In the baby room, staff provided a range of sensory activities to support children's play, learning and development. Children explored sensory baskets, mirrors, stories, wooden puzzles and bubbles. Staff used these experiences well to encourage children to look, reach, move, communicate and engage for sustained periods. For example, children were encouraged to pop bubbles, watch them float and try to blow them. These warm interactions supported children's curiosity, concentration and early communication.

Children experienced some early literacy and numeracy through everyday play, but this was not yet consistent across all playrooms. Some staff supported learning about amount, more and less during playdough, and stories and songs helped support children's language development. Staff missed some opportunities to build on children's interests through language, counting, comparison, prediction and problem solving. This meant some children did not always experience enough challenge or progression in literacy and numeracy learning.

Staff had warm and purposeful interactions with children during play. Some staff used questions well and extended children's experiences. At times, there were missed opportunities to support, challenge and extend children's learning through introducing new vocabulary, commenting on children's thinking and using open-ended questions to encourage children to explain, predict and problem solve. Leaders recognised this through their monitoring and had plans to support staff to develop a shared understanding of children's learning and to have consistently high aspirations for children.

Children in the two to three room benefited from free flow access to outdoors. They explored a range of experiences, including open-ended play, imaginative play, bubbles and tractors. However, children in the three to five room did not access outdoor play on the morning of the inspection. This room did not offer free flow access, which limited children's choice and opportunities to learn outdoors. The service could explore ways to promote more regular access between indoor and outdoor spaces across all areas to support children to make more independent choices and extend their play.

Floor books showed some evidence of children's learning over time. They captured children's interests, key skills being developed and possible lines of development. This showed that staff were beginning to respond to children's interests. However, we found there was not yet a clear or consistent system for intentional planning. This meant the thread from children's interests, to planned experiences, significant observations and progress was not always clear. As a result, staff could not always show how children's learning was being extended or possible lines of development were being planned for and reviewed over time.

Children's learning journals did not yet show children's learning and progress clearly. Some short observations described what children had done but did not consistently identify the skills they were developing through play. Children's views, ideas and comments were not always recorded. This meant children did not always have enough opportunities to recognise, revisit and contribute to their own learning.

Although a system was in place to identify next steps, these were not always explicit in children's learning journals. Records did not consistently show what staff intended children to learn next, how staff planned to support this, or when children had achieved their next steps. This made it difficult to see the impact of the approach on children's learning. It also meant staff could not clearly evidence how they were using observations to plan, support and review children's progress over time.

Areas for improvement

1. To support children's progress in play, learning and development, the provider should improve approaches to planning, observations and next steps. To do this, the provider should:
a) ensure effective planning systems are in place and incorporate both intentional and responsive planning that links to children's interests, needs and stage of development;
b) improve observations so they clearly identify children's skills, learning and progress through play;
c) ensure next steps are clearly recorded, supported and reviewed so staff can evidence children's achievements and progress over time; and
d) strengthen children's voice within learning journals by including their views, comments, photographs and examples of their work in a child-friendly way, so children can revisit, contribute to and be included in their own learning journey.
This is to ensure children experience high-quality play and learning that reflects their interests, needs and stage of development, in line with Health and Social Care Standards 1.27.

Children are supported to achieve 4 - Good

We evaluated this quality indicator as good, where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Staff were attentive, caring and responsive to children's needs and knew them well. They offered comfort, cuddles and reassurance when children needed this. These interactions helped children feel safe and cared for. Relationships could be strengthened further by supporting more consistent staffing across playrooms, so children experienced stable and familiar adults throughout the day.

Staff supported children's personal care in a respectful way. We saw positive interactions during personal care routines and staff followed infection prevention and control practice. Staff were responsive to children's general care needs, such as washing hands and faces, and cleaning children where needed. This helped children feel valued, comfortable and cared for.
Snack and mealtimes were positive and sociable experiences. Staff sat with children and used these times to talk with them, offer encouragement and support relaxed conversations. Children were given opportunities to develop independence and life skills, such as making choices, serving their food, feeding themselves and helping with simple routines. These everyday experiences helped children feel included and supported their confidence, wellbeing and sense of belonging.

Staff were responsive to children's individual care needs during daily routines. For example, one baby was supported during breakfast in a calm and caring way. Staff sat with the child, encouraged self-feeding and offered support when the child showed less interest in feeding independently. We saw warm interactions between staff and children, and staff shared relevant information with a colleague who joined the room. This helped promote continuity of care and supported children to feel secure.

Staff understood children's cues and responded sensitively when children needed rest. For example, staff recognised that one child was tired earlier than usual because the child was sucking their thumb and showing signs of needing to rest. Staff prepared a bottle, fed the child in a quiet area and supported the child to fall asleep. This showed staff knew children well and adapted routines to meet their individual needs.

Staff used their knowledge of children's needs to provide care and support that was responsive and

individual. We saw some staff use agreed strategies in practice to help children feel settled, included and understood. Regular reviews helped staff keep information up to date and respond to changes in children's needs. One family member told us, "staff have been brilliant, they have built bonds with [my child], they are reaching all milestones, staff are really good and very informative."

Staff shared information with families to help them understand their child's care, learning and daily experiences. Stay and play sessions, floor books, shared learning and parent meetings gave families opportunities to be involved in their child's experiences. Daily diaries helped staff share messages and supported continuity between home and the service. Families did not have daily opportunities to enter play areas at drop-off or pick-up times. Welcoming families more regularly into children's learning spaces could help staff build stronger relationships with families and develop a more shared understanding of children's interests, needs and progress.

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 thrive and develop in quality spaces	3 - Satisfactory / Adequate
Children experience high quality spaces	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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