The High Street Nursery - Lauder
Day Care of Children

7 Market Place
Lauder
TD2 6SR

Telephone: 07770573110

Type of inspection:
Unannounced

Completed on:
24 July 2026

Service provided by:
The High Street Nursery - Lauder Ltd.

Service provider number:
SP2023000491

Service no:
CS2024000178

About the service

The High Street Nursery - Lauder is registered with the Care Inspectorate to provide a care service to a maximum of 20 children aged from birth to those attending primary school with no more than two children of primary school age at any one time.

At the time of the inspection 42 children were registered with the service.

The service is in partnership with the local authority to provide funded sessions for eligible children.

The service is within the Scottish Borders town of Lauder. The nursery offers a welcoming open plan playroom with direct access to the outdoor play area, toilet and nappy changing facilities, along with kitchen facilities and an office space. The service is able to make use of local amenities such as shops and green spaces.

About the inspection

This was an unannounced inspection which took place on 21 July 2026 between 09:15 and 17:15. This inspection was carried out by one inspector from the Care Inspectorate.

To prepare for the inspection we reviewed information about this service. This included, registration and complaints information, information submitted by the service and intelligence gathered throughout the inspection year.

To inform our evaluations we:

- spent time and spoke with children using the service
- spoke with staff and the leadership team
- considered feedback from 12 families and five staff through an online questionnaire
- 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

- Open communication and regular reviews of care needs with families supported children's wellbeing.
- Leaders placed high value on shared discussions to support development of the service. As a result staff and families said that they feel valued and included.
- The variety of resources and staff interactions enabled children to make choices in their play and remain engaged throughout the day.
- Nurturing care and interactions promoted a friendly, welcoming environment that created a homely feel for children.

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	4 - Good
Children are supported to achieve	5 - Very Good

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

Leadership 5 - Very Good

We found major strengths in this aspect of the setting's work and identified very few areas for improvement, therefore we evaluated this quality indicator as very good.

Leadership and management of staff and resources

The service's vision, values and aims were reflective of the current staff, children and families. These had been reviewed and updated as the service had grown. They included aspects such as providing a nurturing, home-like environment. The success of this was evident in practice we observed and feedback from families. One family shared, "I like the friendly staff, the nurturing environment and the homely feel". Another added, "The small nurturing environment contributes to a homely space with a feeling of community". This collaborative approach had helped to ensure that vision values and aims were reflective of everyone's voices and promoted positive outcomes for children.

The service's daily monitoring along with audits helped to ensure all processes to support safety and quality care were in place. The leadership team ensured that policies aligned with new practice documents and legislation. For example, the team had plans to review nappy changing as new guidance had recently been published. This approach helped to support staff knowledge of guidance and legislation to best meet the needs of the children.

The service demonstrated a strong commitment to continuous improvement, supported by clearly identified actions, responsibilities and intended outcomes. Effective teamwork and meaningful engagement with staff and families helped to support partnership in developments. This was evident through records of team reflections and parent consultations where their input was included and influenced change. For example, when developing the outdoor space, parents shared their vision and the staff then planned the changes whilst maintaining safety. This supported a feeling of inclusion, value and respect, leading to a commitment to improving experiences for children. The leadership team agreed further work around regular reflections that included children's voices and engagement would strengthen self-evaluation processes.

Staff had been recruited in line with safer staffing practices and induction processes were in place. Staff spoke positively about the inductions and described feeling well supported by leaders and colleagues throughout the process. Inductions were in the form of checklists and we discussed adding opportunities for reflections periodically during the induction timeframe. This would help create a space for the staff to reflect on their feelings of confidence and to highlight any areas they feel they may need support with.

Staff wellbeing was an area of strength within the service. All staff commented that they felt supported emotionally by the leaders as well as by their team. Comments included, "The team are great and I always feel safe and respected when talking to them". And, "They will always come and check in with us and ask if there's anything they can do to help". This culture supported staff in feeling valued and empowered which contributed to their ongoing commitment to the service and the care they provided for the children.

Children thrive and develop in quality spaces 5 - Very Good

We found major strengths in this aspect of the setting's work and identified very few areas for improvement, therefore we evaluated this quality indicator as very good

Children experience high-quality spaces

The service provided a very good quality environment that was safe, secure, nurturing and well maintained. The environment promoted wellbeing, play and learning. Ongoing reflection and improvement demonstrated a commitment to providing high-quality experiences for children. Staff had worked together to plan the layout of the spaces using documents such as Realising the Ambition (Education Scotland 2020) to ensure they were considering the needs of all their children. As a result, the children had access to high-quality care and spaces that met their needs.

The setting was light and airy with lamps to create soft lighting and areas to rest and relax. The open door to the garden provided fresh air whilst curtains supported maintaining a warm space. Comfortable chairs, cushions and a den provided relaxing spaces to gather, play and rest.

Effective risk management systems, strong staff vigilance and thoughtful use of space supported a safe environment for children to play and learn. Daily risk assessments were carried out by staff and any maintenance requirements were reported to the manager. The service complied with all health and safety checks. These were also included on quality assurance calendars to ensure they were carried out. Entrances and exits were secured and monitored. Online registers allowed for staff to know who was in attendance at any given time. This helped to ensure children were accounted for throughout the day. These processes helped to promote the safety of the building for the use of children.

As children's stages of development varied, consideration was given to smaller items available for free choice. Smaller riskier items were used under supervision. Risk assessments for various aspects of play spaces and resources supported staff awareness and vigilance in maintaining safety for the children during their play. Staff planned experiences that also allowed children to assess and manage their own risk. For example, following observations, the staff team had considered the changes to their spaces for the younger children. This had included staff consulting together on the addition of the large indoor sand pit. Considerations to the impact to flow of movement around the room were considered. Safety concerns were discussed along with the benefits of the children having access to fully explore the sand independently. This demonstrated the staff team's understanding and knowledge of their children's needs and interests. This meant children were growing in confidence in different types of play with appropriate support from staff.

Children had been consulted to share ideas of resources and activities they would like to have in their play spaces. This was done through children drawing pictures and staff scribing what they had asked for. For example, one child had talked about wanting tractors and green diggers. These were then added to the play space. To further strengthen this practice, the service could consider observing and reflecting on the impact on play these changes had.

Children play and learn 4 - Good

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.

Playing, learning and developing

Play experiences included, sensory tubs, such as water, sand, rice and playdough, along with small world and imaginative play in the home area. Children moved freely between indoor and outdoor spaces, supporting their choice, development and wellbeing. The well-resourced indoor and outdoor spaces encouraged child-led play through stimulating and open-ended materials and resources. For example, outdoors they enjoyed construction, water play and transporting mud with trucks and diggers. The mud kitchen had a range of bowls, pots and utensils along with safe edible flowers and items for the children to mix and be curious. The children were engaged in mixing, pouring and transporting dirt from the digging pit to other areas of the garden. During this play they engaged for a lengthy time as a group. The resources provided in this area allowed the children to make choices in the flow of their play. Play opportunities allowed children to wallow in their play and promoted curiosity and exploration. As a result, children were engaged in their play and were observed to be happy and settled.

The leadership and staff team had identified planning as an area for development in their improvement plan. The development of this had been implemented and staff shared with us the plans to continue reflecting and developing this. Plans were in place to introduce separate planning for the older children. The service had identified this would provide additional challenge that was linked to learning and progression within the curriculum. At the time of inspection, responsive planning was in place, with staff responding in the moment and recording learning and reflections on these. Intentional planning was also in place and carried out through observations of children's interest and developmental needs being identified. Staff had recognised they now need to continue to embed the revised planning and strengthen links between observations, experiences and outcomes for children.

Observations reflected on children's learning with next steps identified. However, these were not consistently followed up. This meant staff could not ensure all children were experiencing a wide range of purposeful experiences that promoted progression and supported individual learning needs. Leaders had identified the need to strengthen the quality of observations and had plans to begin to support staff through a moderation approach to develop a shared understanding across the team. This demonstrated a commitment to improving practice and strengthening children's learning and development.

Interactions were kind and nurturing, and staff used developmentally appropriate language and actions to support children's enjoyment, understanding and engagement. Staff sat alongside children and used effective interactions to support and model play. For example, one younger child was at the playdough table and a staff member sat with them. As they were using the dough they used simple descriptive words to explain their actions. This included simple phrases, such as "I am rolling it", "I am squeezing it". This supported the child to understand how to play with the dough and to develop their language and understanding of the actions.

Children are supported to achieve 5 - Very Good

We found major strengths in this aspect of the setting's work and identified very few areas for improvement, therefore we evaluated this quality indicator as very good.

Nurturing care and support

Children experienced warm, nurturing care within a welcoming environment where their individual needs were well understood and supported. Strong partnerships with families, effective care routines and responsive staff interactions contributed to positive wellbeing outcomes.

The service recognised the importance of effectively supporting positive transitions for the children and their families. Needs and preferences were recorded within children's files, and in the nappy change areas and sleep room. This helped to ensure all staff were aware of children's routines and care needs. Effective communication and teamwork supported experiences for children. For example, staff consistently shared information about children and any changes to their care routine for that day. This helped to ensure that individual children were at the centre of each conversation, supporting them to feel safe, secure and cared for.

Personal care was carried out in a respectful way, staff spoke with children about where they were going and invited them to have their nappies changed. Resources within the nappy changing and toileting spaces supported positive engagements and promoted a caring and nurturing experience for the child. This helped children to develop positive relationships with the adults caring for them, making them feel safe and secure.

Snack and mealtime experiences were calm and unrushed. Staff and children engaged in conversations about their day. Children were familiar with routines and supported appropriately where needed. Independence and self-serving were encouraged at developmentally appropriate levels. Meals were planned with input from children who were able to make suggestions for what was on offer. This helped to ensure foods that children enjoyed were included and children felt valued. There were clear processes in place to monitor dietary requirements and staff were able to discuss this with us confidently. This helped to ensure the children's overall health and nutrition needs were met.

Personal plans were in place and supported children's health, wellbeing and safety. Where required, additional strategies, supports and medical plans were in place and had been developed alongside families and other professionals. Information was recorded on the service's online app as well as within paper documents. These were reviewed digitally every three months alongside families. Any changes were then added to paper copies and medical plans. This ensured all staff had the most up to date information available to them to provide the correct care to children.

Partnerships with families was a strength of the service. All families who responded to the questionnaires agreed that they are welcomed to be involved and part of the service. One stated, "The staff always talk to every parent at drop off and pick up. There are also planned opportunities to come in". Another family commented, "Staff are so welcoming and approachable, always willing to help, and are genuinely interested in my child and their time outside of nursery as well as inside". During the day we observed staff to be welcoming to parents as they collected, spending time to chat with them and feedback about their child's day.

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.scot.

Detailed evaluations

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

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

Children play and learn	4 - Good
Playing, learning and developing	4 - Good

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

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.gov.scot

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.