Indigo @Toybox Nursery
Day Care of Children

17 Maxwell Drive
East Kilbride
G74 4HG

Telephone: 01416346161

Type of inspection:
Unannounced

Completed on:
3 June 2026

Service provided by:
The Indigo Childcare Group

Service provider number:
SP2007009288

Service no:
CS2024000226

About the service

Indigo @ Toybox is registered as a day care of children service. It is registered to provide a care service to a maximum of 51 children not yet attending primary school at any one time. At the time of inspection 42 children were in attendance.

Indigo @ Toybox is based in The Village area of East Kilbride. It is situated close to local parks and amenities. The children are accommodated within three playrooms and have access to a separate multifunction room. The children had access to a spacious outdoor area.

About the inspection

This was an unannounced inspection which took place on Tuesday 2 and Wednesday 3 June 2026. The inspection was carried out by one inspector from the Care Inspectorate. To prepare for the inspection we reviewed information about this service. This included previous inspection findings, registration information, information submitted by the service and intelligence gathered since the last inspection. In making our evaluations of the service we:

- spoke with children using the service
- spoke with staff and management
- observed practice and daily life
- reviewed documents
- received electronic feedback from 18 parent/carers

Key messages

- Children were happy, settled and confident in the service.
- Kind and nurturing interactions from staff helped children feel welcome and supported positive relationships.
- The service promoted an ethos of love, respect and inclusion.
- Staff were active and engaged in the service improvement journey.
- Children had a voice in their play, care and learning and this was reflective of the experiences that were provided.
- Development of outdoor play would further support children's positive play experiences.

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	4 - 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

Leadership and management of staff and resources

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.

This was the service's first inspection, following a change of ownership. The service spent time and had an open day with parents to support and address any concerns. Staff reflected on changes that had been made and progress since then. The service shared with families the changes and developments that had been made since the change in ownership.

We found that the service's vision, values, and aims clearly reflected the service's ethos and day-to-day practice. For example, the service had actively worked to develop and sustain positive relationships with families, and a nurturing approach was taken with children and families, as outlined within the vision, values, and aims.

The service had a well-established, clearly understood and meaningful improvement plan that identified specific priorities and areas for further development. Good progress had been made across a number of identified areas. This included the development of family engagement sessions and the development of an outdoor working group. We observed the positive impact the developments were having to support improved outcomes for children.

Self-evaluation processes were well embedded within practice and effectively informed the identification of priorities for improvement and ongoing development throughout the service. Staff and families were actively encouraged to share their views using questionnaires and consultation opportunities. Parents were consulted on service developments and experiences for children.

Children's views were also gathered and used to influence the development of resources and experiences within the playrooms. This supported children to feel valued, included, and involved. We discussed with the service that providing feedback to children and families about how their views had influenced change would further support their understanding of the value and impact of their thoughts and opinions.

Quality assurance processes in place included the auditing and monitoring of accidents and incidents. Staff had visited other services to develop their knowledge and understanding of best practice. Staff had also attended training to support them in introducing peer monitoring to improve practice. This had the potential to further support staff development and improvements in the service.

A detailed induction program was in place. Staff were given the opportunity to reflect on practice and develop knowledge and understanding of their role and responsibilities. Mentors were also in place to support them through their induction.

Staff had leadership roles and were passionate about these when talking about the impact they had on children's care and experiences. Staff participated in a variety of professional development courses to further develop their skills and knowledge. This included digital learning, outdoors and language land. The development of staff skills supported positive outcomes for children.

Children thrive and develop in quality spaces 4 - Good

Children experience high quality spaces

We evaluated this quality indicator as good, where there were important strengths within the setting's work and some aspects which could benefit from improvement.

Children were cared for in a warm, welcoming environment. Rooms were appropriately heated and ventilated to support children's wellbeing and comfort. The entrance area contained important information for families including photos and information about the people caring for their children. Family photos displayed within the baby playroom helped children to feel seen and included.

Children had access to a variety of resources that were easily available to support their independent play choices. These included games, small world toys, books, and sand and water activities. Staff regularly carried out environmental audits to identify any gaps in resources or equipment. As a result, the service identified that additional loose parts and open-ended materials should be introduced to encourage children's curiosity and imagination.
While there were comfortable areas for children to rest and relax these could be developed further to offer a more cosy space for children.

Children were encouraged to lead most aspects of their play and took on responsibilities at times like lunch when they helped to hand out plates and cutlery. This supported them to be involved in aspects of the service delivery.

The outdoor space offered opportunities for regular physical play. Children were able to lead their own play outdoors including participating in a bug hunt and making mud pies. The service was developing this area to support children to have opportunities for more risky and challenging play. We discussed with management that this could be supported through the inclusion of more open ended, loose part resources to support children's imaginative play.

Staff were vigilant of children and were recording when they came in and left, sharing this information with each other. Risk assessments were carried out by staff regularly to support children's safety. Children were also being involved in risk assessing outdoors before they went to play supporting them to develop their life skills. We discussed with management that the addition of gates in the outdoor area and between older children's playrooms would further support their safety.

Children play and learn 5 - Very Good

Playing learning and developing

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 were happy, confident, and fully engaged in their play experiences. They had regular opportunities to lead their own play and learning. Staff provided appropriate space, sufficient time, and supportive interactions when required, ensuring children felt secure and supported while exploring their interests. This approach upheld children's rights to play, make choices, and develop independence.

Children spent prolonged periods of time involved in activities, both independently and alongside their peers, demonstrating concentration and enjoyment. For older children, there was a balance between planned experiences and spontaneous learning opportunities. These included a variety of activities such as playdough, transient art and construction. One parent commented, 'I am always amazed at the amount of different activities that seem to happen each day. From active fun like dancing and climbing, to stories and songs and everything in between.'

Children's language, literacy, and numeracy skills were supported and enhanced through warm, responsive interactions. Staff consistently modelled rich, varied language, and used developmentally appropriate questioning to support vocabulary development, extend thinking, and deepen children's understanding.

Younger children were clearly enjoying their experiences and had opportunities to develop their communication and early language skills through singing songs and staff modelling and repeating words and sounds. There were additional opportunities for younger children to develop their fine motor skills, creativity, and sensory awareness through experiences such as playdough activities, which encouraged exploration and hands-on learning.

Children spent time participating in play outdoors. There were opportunities for risky play through balancing on wood and tyres and to develop numeracy and problem-solving skills through a bug scavenger hunt. We discussed with management that children would benefit from having more freedom to choose when to access the outdoor areas and when to come back inside.

Staff planned individually for children using a combination of planned and responsive learning experiences that were linked to relevant curricular guidance, supporting children's learning, development, and progression. Plans were based on observations of children's individual needs and interests and information from parents.

Tracking of children's progression and development had supported staff to identify gaps in children's learning, for example in numeracy skills. Staff were able to use this information to focus on this to support children's achievements.

Online learning journals were used to support communication between the service and families and to share children's play, learning, and developmental progress. These enabled parents to build upon learning at home and feel involved in their child's experiences.

Children are supported to achieve — 5 - Very Good

Nurturing care and support

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.

Staff demonstrated a warm, caring, and nurturing approach in their interactions with children. They knew the children well and were attentive and responsive to their individual needs, offering reassurance, cuddles, and comfort when required. One parent told us, 'Staff are always so friendly and welcoming. It is clear that they know and care for my child very well.' Another parent told us, 'The staff are extremely nurturing and

have built and maintained positive relationships with our family.'

Staff demonstrated respect for children's privacy and dignity through sensitive approaches to personal care needs. Positive interactions supported trusting and caring relationships between the service and families.

Overall mealtimes were unhurried and sociable experiences for children. Staff promoted independence and the development of self help skills by encouraging older children to serve themselves and clear away their dishes when appropriate. Staff sat with younger children throughout meals, supporting their social skills and safety. We discussed with management that reviewing the lunch routine for older children would support a more relaxed experience where children's play could come to a natural end.

Personal plans were in place and contained all the information staff needed to meet children's needs. Strategies for supporting children with additional support needs had been identified in partnership with parents and other professionals.

The service worked proactively with children, families and other professionals to identify support needs and have clear strategies in place to ensure that children's wellbeing was sustained. Support offered by speech and language therapist, inclusion coordinator, and family support coordinator allowed families to feel supported and important to the service.

The service understood the importance of positive relationships with families. Families were welcomed into the service and there was a clear focus on inclusion which supported families needs to be met. Families shared how positive they feel their relationships with staff are. One parent commented, 'My family are facing a massive personal situation at the moment. The nursery has been absolutely brilliant at supporting us. They are truly caring for us, and they know us as a complete family.'

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	4 - Good
Children experience high quality spaces	4 - 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

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