

# Learn and Grow Childcare Day Care of Children

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**Type of inspection:**  
Unannounced

**Completed on:**  
20 May 2026

**Service provided by:**  
Learn + Grow Childcare Ltd

**Service provider number:**  
SP2024000023

**Service no:**  
CS2024000282

## About the service

Learn and Grow Childcare is a daycare of children service. The service is registered to provide care to a maximum of 59 children from birth to an age to attend primary school, of whom no more than 15 will be under the age of two years.

The service is located in the city of Dundee, close to local amenities, including local schools. Children are accommodated within three playrooms, all of which have direct access to enclosed outdoor spaces. Toilets and nappy changing facilities are easily accessible from playrooms.

## About the inspection

This was an unannounced inspection which took place on 19 May 2026. The inspection was carried out by two inspectors from the Care Inspectorate. At the time of the inspection 86 children were registered with the service.

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

In making our evaluations of the service we:

- spent time with children using the service
- received feedback from 24 families of children who attend the service
- spoke with the provider, staff and management
- observed practice and daily life
- reviewed documents.

As part of this inspection, we assessed 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

- Self-evaluation processes were embedded. Effective quality assurance and monitoring promoted children's safety and supported continuous improvement.
- Children and families were actively involved in evaluating the service. Their ideas and suggestions were valued and used to inform positive change.
- Children experienced a clean and well-maintained environment. Spaces and resources were planned and adapted in response to children and families needs and preferences.
- Children were highly engaged in play and benefitted from the freedom to choose activities that reflected their interests and provided meaningful learning experiences.
- Regular tracking of children's learning and clear next steps ensured that children were well supported and making good progress.
- Nurturing and responsive relationships supported children to develop confidence and secure attachments. Staff responded warmly and consistently to children's emotional needs, promoting a strong sense of wellbeing.

## 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

### Quality indicator: 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.

The service vision, values and aims focused on promoting high standards of care and were developed in partnership with children, families and staff. This ensured that they were meaningful and captured shared aspirations. Ongoing review meant that the service remained responsive and person-centred, and ensured that the vision and values continued to align with the changing needs of children and families.

Leaders created a supportive atmosphere where staff felt confident to share ideas and were included in service developments. One staff member shared, "I am encouraged to share my observations, ideas, and feedback about the setting's practice and environment. My input is valued in discussions about what's working well and what could be improved, helping to shape changes that benefit children's care, learning, and overall experience."

Staff wellbeing was supported through resources such as protected time and well-designed staff areas. This contributed to a positive working environment. Regular supervision meetings provided opportunities to reflect and plan appropriate support. Champion roles strengthened staff ownership of developing key areas of practice. This increased staff engagement and accountability, creating a stronger sense of ownership and responsibility.

Self-evaluation was well established and supported ongoing reflection and improvement planning. A clear improvement plan identified key priorities, with measurable outcomes, defined timescales and regular reviews to track progress and sustain developments. Leaders were responsive to constructive feedback from other professionals, demonstrating an improvement focused approach. This helped the service continue to meet the needs of children and families effectively.

Quality assurance processes were embedded. Regular assessment of practice and monitoring procedures enabled staff to identify areas for improvement and take effective action. This proactive approach supported continuous improvement, maintained children's safety and ensured that the quality of care and learning remained consistently high.

Regular opportunities were provided for children and families to share feedback and suggest improvements. The setting actively sought and responded to feedback, clearly demonstrating how contributions informed change. "You said, we did" displays highlighted where suggestions had influenced developments. This promoted transparency and strengthened partnerships with families. Wall displays and floor books were accessible, enabling families to see progress and ongoing improvements. This helped to keep them informed and feel valued.

Effective recruitment processes helped to keep children safe. Pre-employment checks were consistently carried out to assess the knowledge, skills and experience of candidates prior to working in the service. Induction procedures were well established. Use of the national induction resource promoted a shared understanding of the setting. Ongoing professional discussions and regular check-ins ensured that the development needs of newer team members were identified early and supported well. This contributed to a consistent and high-quality approach to practice across the setting.

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

### Quality indicator: Children experience high quality spaces

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.

Attention to detail throughout the service provided a strong message to children and families that they mattered. Flowers, homely touches and photographs promoted a sense of home away from home. This supported children to feel relaxed. Dedicated spaces and displays had been developed for families, contributing to a welcoming ethos and highlighting that they were valued.

Consideration of the whole family influenced the design and development of spaces and resources within the service. For example, books were available in children's home languages to reflect and support their needs. Children and families were actively consulted and involved in the design of the environment, including upgrades to outdoor spaces and the development of open-ended resources. This involvement ensured that spaces reflected the needs, preferences and experiences of children and their families.

The service demonstrated strong improvement within the environment following their participation in a pilot inspection for 'A quality improvement framework for the early learning and childcare sectors'. Staff accessed training around learning environments and effectively applied this in practice. For example, the home corner had been enhanced with authentic resources. This enabled children to engage meaningfully in experiences and express their creativity. Open-ended resources were used well to support imagination and problem-solving. The service recognised opportunities to extend these resources further across other areas and had plans in place to continue developing these.

Children's wellbeing was supported through nurturing spaces designed to encourage rest and relaxation. Quiet and cosy spaces were available throughout the setting, providing opportunities for children to unwind during the day. These spaces were used flexibly, allowing children to spend time socialising with peers or to choose quieter, more calm moments away from busier areas when needed.

Free flow was available to outdoors throughout most of the session, furthering children's choice in where they played and promoting a sense of freedom. Regular outdoor opportunities, including trips within the community, contributed positively to children's physical and emotional wellbeing.

Children experienced a secure environment, with effective measures in place to keep them safe. This included monitored entry systems and well-maintained boundary fencing. Spaces and resources were high quality and ongoing review and maintenance ensured they remained safe and responsive to children's needs and interests. The environment was clean and well organised. Consistent handwashing routines and effective infection prevention and control practices promoted children's health and wellbeing.

Risk assessments were detailed and used effectively to support practice. They helped staff to identify where risks could impact on the safety of children and take appropriate action to promote a safe environment. The service could consider how they develop a more consistent risk-benefit approach when planning experiences. This would help them to ensure children's safety is carefully considered and managed without limiting learning opportunities.

CCTV use within the service was proportionate and followed best practice guidance. This protected children's rights and promoted privacy and dignity.

## Children play and learn 5 - Very Good

### Quality indicator: 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 highly engaged in their play. They had freedom to choose how they spent their time, allowing them to follow their interests and take part in learning that was meaningful. A variety of experiences, including imaginative play with open-ended resources and role play activities captured children's focus for extended periods. Children showed enjoyment and curiosity, and were fully involved in their play.

Children appeared confident and comfortable in their environment. They were eager to share what they were doing and proudly showed inspectors around their nursery. This highlighted that they felt safe, secure, and had a strong sense of belonging. The calm and relaxed pace of the day gave children time to explore their ideas with few interruptions. As a result, children were able to use their creativity and develop their thinking.

Children had regular opportunities to develop their language, literacy, and numeracy skills through everyday experiences. Real life resources, including measuring tools, supported early numeracy, allowing children to explore and learn through play. Storytelling, songs and rhymes created rich language experiences, helping to build communication skills in a nurturing way. Enjoyable story times with staff were calm and engaging, encouraging children to listen, use their imagination and develop a love of books.

Staff interactions were consistently positive and helped to support children's engagement in play. Staff showed a good awareness of when to step back and when to join in, allowing children to be independent while offering support to extend learning when appropriate. Some staff demonstrated effective use of open-ended questions to encourage children's thinking and problem-solving. Ongoing professional learning and modelling of good practice were helping the whole team to continue developing these skills. Most staff used language confidently to support children's understanding and development. Children were given time to think and respond, allowing conversations to flow naturally and helping to build their communication skills.

Play and learning were planned in response to children's interests and developmental needs, ensuring experiences were child-centred. Children's progress was regularly monitored against developmental milestones and used to plan appropriate next steps in their learning. These were displayed within rooms, helping all staff to understand and support each child. As a result, children were supported effectively and were making good progress in their learning and development.

Learning stories and observations captured children's achievements and helped to inform ongoing learning. This ensured children were provided with an appropriate level of challenge and supported their continued progress. Floor books reflected a broad range of play and learning, including children's comments and their evaluations of experiences. These were easily accessible, allowing children to revisit and reflect on their learning. The service could further strengthen children's ownership of floor books by building on opportunities for them to contribute to these more directly, for example, by cutting out and adding photographs, and mark-making.

Effective sharing of learning with families ensured they were included and involved in their child's development. This also provided staff with valuable insights into learning at home, supporting a more responsive approach to planning for children's individual needs.

## Children are supported to achieve **5 - Very Good**

### Quality indicator: 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.

Relationships with children were at the heart of the service. Staff interactions were nurturing and consistently responsive. Children's requests for cuddles and closeness were responded to with warmth and affection from staff. This helped children to build confidence, trust and positive attachments.

Children's daily routines and transitions were flexible and responsive to their individual needs and wellbeing. Routines were predictable and allowed children time to move between activities and spaces at their own pace. This provided children with a sense of security and consistency, while supporting their independence and confidence in managing transitions throughout the day.

Transitions for children new to the service and those moving between rooms were carefully planned around individual needs. Staff recognised the importance of understanding each child when supporting these changes and worked closely with families to ensure transitions were appropriate and managed well. This helped children settle more easily, promoted reassurance and provided continuity in their care.

Mealtimes were a positive and social experience for children. Staff sat with children, encouraging conversation, and some ate alongside them, helping to promote healthy eating habits. Children were supported to develop independence and self-help skills through opportunities to serve their own food and clear away. The service could consider ways to further enhance children's involvement, for example, including children in setting up for mealtimes and supporting younger children to develop their use of utensils. This would build on children's independence and life-skills.

Personal care and sleep times were calm and nurturing. Staff provided reassurance through cuddles and soothing interactions. This created a relaxing environment for children. Sleep routines were planned in response to children's home experiences. This meant that families voices were listened to and valued, and children were provided with consistency.

Children's personal plans were developed and reviewed regularly in collaboration with families. This meant that they were kept up to date and accurately reflected current needs. Clear strategies were in place to support staff in delivering care tailored to children's individual needs. Information was shared effectively throughout the team, promoting consistent, well-informed care that supported children's wellbeing.

Families were welcomed into the service. This helped to build strong relationships and trust. Positive connections with families were a strength of the setting. Staff knew children and their families well, allowing them to provide individualised and meaningful support.

Families told us they felt that they had positive relationships with staff. One family shared, "I feel I have a strong relationship with the staff and management team, not only the staff in the room who look after my child. I feel that they make an effort to ensure they are welcoming to all the children and are approachable. I trust that any concerns I have will be addressed". Another told us, "Staff are always warm and caring, it feels like they are genuinely interested in my child and their achievements and development. I can be a bit of a worrier and they always reassure me that my child is doing well and is happy."

## Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at [www.careinspectorate.com](http://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

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