Rosehill Early Learning & Childcare (EL&CC)
Day Care of Children

Wallyford Learning Campus
Rosehill High School
Masons Way
Wallyford
EH21 8BF

Telephone: 0131 202 8466

Type of inspection:
Unannounced

Completed on:
18 June 2026

Service provided by:
East Lothian Council

Service provider number:
SP2003002600

Service no:
CS2025000130

About the service

Rosehill Early Learning and Childcare is registered with the Care Inspectorate to provide a care service to 20 children aged between 2 years and entry into primary school.

The service is provided from premises within the Rosehill High School Campus in the town of Wallyford, East Lothian. Facilities include a large playroom space with kitchen facilities, toilets and nappy changing. The outdoor play space is accessed directly from the playroom.

About the inspection

This was an unannounced inspection which took place on 17 June 2026 between 9:15 and 15:00. 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 registration information, information submitted by the service and intelligence gathered since the last inspection.

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.

In making our evaluations of the service we:

- spoke with several children during their play
- reviewed comments made by six families using the service
- spoke with five staff and the manager
- observed staff practice and daily experience for children
- reviewed documents
- spoke with visiting professionals
- assessed core assurances, including the physical environment.

Key messages

• Children's outcomes were positive due to the very good levels of individual support and consistent care.

• Children were having fun in a well organised and maintained learning environment.

• Staff should continue to develop their use and understanding of Schematic play to support individual styles of learning and the consistency of learning journals.

• Positive outcomes for children were supported through the relationships that staff had built with families.

• Embedded processes for self-evaluation were resulting in continuous improvement.

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.

Quality indicator - Leadership and management of staff and resources.

Children's rights and needs were supported by the settings vision, values and aims. These had been developed by leaders and staff to share with families the aspirations for their children. As part of the service improvement plan staff were planning to re-visit the vision, values and aims and develop ways in which they could be meaningfully shared and understood by children. This would further embed them in the everyday life of the setting.

Across many aspects of the setting there was purposeful self-evaluation. This had been designed to identify areas of good practice and assess areas where improvement could be made. The quality of the service had been benchmarked against a number of good practice documents. Findings had been used to develop an action plan. There was a process to track improvements and identify what action still needed to take place to ensure that improvement was a continuous process. Staff were included in self-evaluation which enabled them to reflect on the quality of the provision and be included in developing the improvement plan.

Parents had been given opportunities to give their opinions and share their experiences of some aspects of the setting such as settling in or the Stay and Play sessions. Leaders and staff were looking actively at different methods which could be used to seek parent views in order to ensure that their voices were used to develop the service.

To ensure that children's health and wellbeing needs were met there were methods of auditing staff practice and use of policies and procedures. Audits of accidents and medications procedures ensured that good practice guidance was followed. Patterns were assessed to make changes or improvements where necessary. The auditing of the environment included aspects such as diversity and inclusion to ensure that the child's environment supported different needs and abilities.

Across the day staff were well organised and deployed to ensure that children's needs were met. Staff had been employed using local authority procedures to ensure safe recruitment. When staff started in the setting, there was a procedure for induction which included opportunities to be mentored by more experienced staff. This helped to ensure that staff were supported to understand their roles, responsibilities and have shared expectations of professional performance.

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.

Quality indicator - Children experience high quality spaces.

The indoor and outdoor environments provided children with spaces which warmly welcomed them and their families to the setting. The playroom was furnished with high-quality furniture and resources. It was arranged to meet the needs of children and staff continued to assess the layout of play spaces to ensure that they supported diversity and inclusion.

Staff recognised the importance of outdoor play and experiences in the wider community such as the school library, for children. Children could exercise their choice to play indoors or outdoors throughout the session and they were very familiar with this daily routine. Free-flow play was very well supported by staff who ensured that outdoor and indoor spaces provided children with a very good range of learning resources to support their needs and interests.

Children were cared for in a safe and secure premises. Staff actively promoted the safety of children, visitors and each other through the use of risk assessment procedures and very good levels of observation to ensure that children were accounted for during their play. The level of staffing and their deployment contributed to children's safety and enabled some more challenging play to take place. This contributed to children's growing confidence in what they were capable of achieving.

The setting was well maintained with clear procedures for the reporting of maintenance issues. Staff confirmed that overall these were addressed quickly to ensure that the premises continued to provide a safe and pleasant place for children's care and learning. Parents commented positively on the overall environment. "Friendly environments, warm and attentive staff members, plenty of activities for child." "The physical environment is interesting. Provocations are provided and spaces look interesting areas to play."

Children benefitted from personal care routines which were suited to individual needs. Children's privacy and dignity was maintained throughout personal care which supported children's sense of safety and security. Across care routines and throughout the setting there were infection prevention and control procedures. These were used consistently by staff to ensure that the premises was clean and that children's health was promoted.

The play space was organised to enable children to take on responsibilities and develop skills. For example children helped to prepare snack in the morning and helping set tables for meals. There were opportunities to learn about nature and the environment. Children were finding 'bugs and beasties'. They were encouraged to be gentle and care for what they found which had supported wider conversation about the life of bugs and nature. This provided children with an emerging connection to the natural world around them.

Children's personal information was well protected through the use of relevant good practice. Records were securely stored and staff understood their role with regard to confidentiality and information management.

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.

Quality indicator - Playing, learning and developing.

Children's development was supported by staff who had a good understanding of how children develop and progress. To continue supporting children's learning staff were developing their understanding of Schematic play. This could be used to support children's individual learning preferences through repetitive play patterns which helped wire the brain for important cognitive skills, such as memory, motor coordination, and problem-solving.

Across the day children were busy and engaged in a good range of play activities. Staff were attentive to play cues and gave a good balance of support where it was necessary. Children had opportunities to develop literacy and numeracy skills indoors and outdoors. For example the outdoor book nook for story telling outdoors, opportunities for children to compare size with loose parts and talk about weight and volume concepts at the sand and water. Staff supported these skills through their interactions and support for playful and enjoyable learning.

Leaders were continuing to support staff in the development of play environments to ensure that they provided children with high-quality spaces, interactions and resources to extended and sustain children's interests. This was achieved through regular evaluations of play environments and further embedding of the planning for play cycle, which ensured that play and learning was child-centred.

Interactions to support learning were varied due to different staff skills and experience. However, staff took time to talk to children and there were some good examples of them allowing children to think problems through and work it out at their own pace. There was also a good element of fun in the interactions with children which helped to promote positive social interaction.

Children's learning and development was shared with families through daily feedback from staff, sharing of the planning for play activities and individual learning journals. Work was needed to ensure that learning journals were of a consistent quality and identified children's learning outcomes. Staff also used local authority tools for tracking children's development. These helped them to identify where children had specific skills or where they needed some additional support to reach goals.

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.

Quality indicator - Nurturing care and support.

The staff group were kind and caring with an in depth understanding of the importance in developing nurturing relationships with children to support security and confidence. Positive relationships with families had been used to promote good levels of information sharing and support. The staff group was consistent and children were very secure in the setting and with staff who were caring for them. Parents commented positively about the relationships that they and their children had with staff. "The staff are warm and welcoming. They are interested in my child and are very supportive. They listen and offer advice." "The staff are engaging with both my child and myself. They are both professional and personal and have been an amazing support."

The transitions over the day were minimal and handled sensitively to support children through changes. For example, we observed children and their parents being very warmly welcomed into the setting with physical comfort and acknowledgment that some children needed support at this time of transition. The consistency of staffing provided children with embedded routines and children knew what was happening and what was going to happen next. Where children needed additional support to understand the plan for the day visual aids were used consistently. This helped all children begin to develop a sense of security and resilience.

Morning snack provided children with opportunities to help prepare food and followed good practice guidance on meals and snacks. Lunch was provided from the school and staff had worked with the catering staff to ensure that meals provided a good nutritional balance across the week. Children enjoyed their meal and ate well. They had opportunities to choose what was on their plate, pour their own drinks and help to tidy up which promoted a sense of responsibility. The meal provided children with a well-paced sociable time which was well supported by staff to ensure that children developed skills in a safe and supported environment.

A keyworker system was used to ensure that families received consistent messages and an identified member of staff to share information with. Staff were clear that all children were their responsibility and communication about children between the staff group was very good. Staff knew the children in their care very well and there was a good range of information gathered from parents and professionals to develop a plan of individual support for each child. Some additional work could be carried out to further develop support plans to ensure that they were outcome focussed. This would help staff assess progress more easily.

Relationships with families were a key strength of the setting. Parents commented that they felt supported and valued by staff. Opportunities to be engaged in the setting were provided through well planned Stay and Play sessions and opportunities to attend outings. Parents were also welcome into the setting to spend time with their child. Some additional opportunities to be part of cooking groups and take part in group activities in the community centre were also available.

Parents and children were warmly greeted by staff at the start of the session. They shared home experiences since the child's last attendance. Staff listened and asked questions with respectful and open engagement. At the end of the day parents were given honest and accurate feedback on their child's day with a strength based approach which focussed on positive aspects of the child's day. A parent commented "I feel hand over at both drop off and pick off is always well communicated, my child is happy to walk in and always greeted with a smile. Staff are friendly, personable and have time to listen to any queries or concerns."

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	4 - Good
Playing, learning and developing	4 - Good

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

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