

Broomlands Primary School Nursery Day Care of Children

Ednam Road
Kelso
TD5 7SW

Telephone: 01573 227 452

Type of inspection:
Unannounced

Completed on:
2 October 2025

Service provided by:
Scottish Borders Council

Service provider number:
SP2003001976

Service no:
CS2003016108

About the service

Broomlands Primary School Nursery, is registered with the Care Inspectorate to provide a care service to a maximum of 60 children at any one time from two years to not attending primary school, of whom no more than 10 are under three years.

The nursery class was situated in the primary school. The nursery have two main play areas, toilets and hallway. The outdoor area is accessed directly from the playroom.

The head teacher is also the manager at Ednam Primary School Nursery.

About the inspection

This was an unannounced inspection which took place on 29 September 2025 between 8:30 and 16:00. Two inspectors carried out the inspection.

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

In making our evaluations of the service we:

- spoke with children using the service
- considered feedback from nine families through an online questionnaire
- considered feedback from nine staff through an online questionnaire
- observed practice and daily life
- reviewed documents relating to the care of children and the management of the service

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, improvements were identified relating to core assurances. We have reported where improvement is necessary within Leadership.

During this inspection we gathered specific information to help us understand more about how services support children's safety, wellbeing and engagement in their play and learning. This included reviewing the following aspects:

- staff deployment
- safety of the physical environment, indoors and outdoors
- the quality of personal plans and how well children's needs are being met
- children's engagement with the experiences provided in their setting.

This information will be anonymised and analysed to help inform our future work with services.

Key messages

- Children received care from staff who demonstrated kindness and compassion.
- Meal and snack times could be better organised to ensure a positive experience for all children.
- Children were confident in the environment and had fun through a variety of play, learning and development opportunities.
- Observations of children's learning needed to be further developed to effectively track learning, identify next steps, and demonstrate progress.
- Self-evaluation and quality assurance processes were in place and leaders showed a clear commitment to driving forward changes that would positively impact children and the service.
- Several risks were identified within the environment and the service had recognised that risk assessments required development and updated, and work was underway to address this.

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	3 - Satisfactory / Adequate
Children play and learn	3 - Satisfactory / Adequate
Children are supported to achieve	3 - Satisfactory / Adequate

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

Leadership 3 - Satisfactory / Adequate

Quality Indicator: Leadership and management of staff and resources.

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

The service had developed its vision, values, and aims collaboratively with the school and families. It used soft toys to represent the values of courage, compassion, and connection. Children were awarded these toys to take home for a day when they demonstrated these values. Staff reported this was a positive experience for children and families. Although the practice of sending the toys home had not occurred recently staff continued to use the language of the values. This helped embed the vision into everyday life within the setting.

Regular self-evaluation was undertaken within the service, with staff confirming that all team members were actively involved. One staff told us, "Our leader regularly sends out evaluation sheets to collect our input, then collates it together". This was difficult to evidence due to limited availability of supporting documentation. Not all families felt they were meaningfully involved in shaping the development of the service. Leadership acknowledged the need to strengthen family engagement and shared future plans, such as introducing a "question of the month" notice board to gather feedback. This approach aimed to foster a more collaborative self-evaluation process by actively involving both children and families to inform ongoing improvements.

Quality assurance processes were developing in the service. Audits had been carried out on the snack and lunch experiences, nappy changing, medication and personal planning. The audits were beginning to have a positive impact as actions points were created and discussed during team meetings. These audits need to be revisited to ensure sustained improvements to practice and identify further areas for improvement.

The service was currently reviewing how accidents and incidents were recorded to identify patterns and reduce risks. This review should continue to ensure all incidents were documented and records shared with families. Regular audits of these records would support the safeguarding of children. We found a notifiable incident that should have been reported to the Care Inspectorate however, actions were taken at the time to minimise the risk of an incident reoccurring. This was discussed with the leadership team and we shared the Care Inspectorate notification guidance (2025) 'Early Learning and Childcare Services: Guidance on records you must keep and the notifications you must make (see area for improvement one).

Several risks were identified within the environment that staff had raised. Specific issues included doors that did not close properly, restricted access to new toilets, and an issue with the garden gate. The service recognised that risk assessments required development and updated, and work was underway to address this. We asked the service to review the placement and storage of loose parts away from the fence. This would enable safer use and allow children to enjoy creative play. Using the Care Inspectorate's Keeping Children Safe (SIMOA) campaign would support the service in evaluating and managing risks effectively (see area for improvement two).

The service had a current improvement plan in place, outlining key areas for development. These included reducing the volume of resources to create a less overwhelming environment, enhancing opportunities for mark-making, and fostering a supportive professional culture. The staff team had experienced a period of

change but stated they felt supported and included in the ongoing developments. Leaders demonstrated strong engagement throughout the inspection and welcomed discussions aimed at supporting improvement. They showed a clear commitment to driving forward changes that would positively impact children. Leaders had identified further multiple areas for development and were progressing improvements based on priority. Team meetings and the distribution of meeting minutes ensured all staff were informed of changes and had the opportunity to contribute to discussions and ongoing improvements.

The service had induction processes in place and was developing these to strengthen their impact on supporting staff. Plans were in place to use best practice guidance such as the national induction resource to develop ongoing mentoring and support of staff in the service. Developing induction processes and mentoring of staff to ensure they were carried out in line with best practice guidance would ensure new and unqualified staff were supported in the service.

Areas for improvement

1. To ensure children's health, safety and wellbeing, the service should record information about accidents, incidents and ensure these records are shared with families. Leaders and staff should update their knowledge and understanding on the records they must keep and the notifications required by Care Inspectorate. The service should refer to guidance such as Care Inspectorate (2025) 'Early Learning and Childcare Services: Guidance on records you must keep and the notifications you must make'.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'My care and support is consistent and stable because people work together well' (HSCS 3.19).

2. The service should ensure risk assessments are reviewed and updated on an ongoing basis and take into account changes in the environment. This should prioritise the safety and wellbeing of children. The staff team should explore Care Inspectorate's Keeping Children Safe (SIMOA) campaign to support the service in evaluating and managing risks effectively.

This is to ensure that care and support is consistent with the Health and Social Care Standards, which state "My environment is secure and safe" (HSCS 5.17).

Children play and learn 3 - Satisfactory / Adequate

Quality Indicator: Playing, learning and developing.

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

The environment and experiences indoors engaged most children that enriched their play and learning. Experiences on the day included, arts and crafts, playdough, storytelling, loose parts, small world play, construction and imaginative play. Children were confident in the environment and had fun through a variety of play, learning and development opportunities that promoted their choice, creativity, wellbeing and imagination. The wide variety of spaces and resources provided quality play experiences that engaged most children.

Children's health and wellbeing was supported as they had regular access to the outdoors in all weathers. One family told us, "Come rain hail or shine if your child wants to go outside Broomlands nursery is prepared with everything from wellies to wet suits". Staff told us about the connections they have with the local

community such as regular care home visits, visits to the police, fire station and park. The children visited community allotments where they learned about growing and planting. This supported children to develop a sense of community and engage in learning experiences in the wider community.

Gather times required further development to ensure it offered meaningful learning experiences. Leaders were reviewing daily routines to improve gather times and the overall flow of the day. Children waited for extended periods of time to receive lunch menu stickers, which led to disengagement. The service should review the purpose of gather times and consider whether they effectively support children's learning, development, and engagement (see area for improvement one).

Children experienced many positive interactions from staff that supported their play and learning however, these were inconsistent. Some staff engaged at children's level, offered comfort, and used respectful language that promoted choice and autonomy. Some interactions encouraged children to try new activities and persevere with tasks. For example, staff supported children's literacy and language development through engaging conversations at the mark-making area. At times younger children were not supported to understand and follow routines. To improve consistency with interactions, staff should use appropriate questioning and wonder out loud to support children. This would help children to become more engaged in their play and learning and more secure in their environment.

Intentional planning was in place and linked to Curriculum for Excellence experiences and outcomes. Staff shared that younger children engaged primarily in schema-related play (repetitive patterns of play), but this was not reflected in the planning documentation. While staff stated that planning followed children's interests based on meaningful observations, we found that current plans were driven by professional judgement and did not incorporate children's ideas or interests. The service was developing how learning was recorded, including a recent shift to online floor books to enhance sharing with families. Floor books could be strengthened to incorporate more responsive planning based on children's input and deepen children's learning. Moving forward, staff should reflect and develop understanding of responsive planning, using best practice guidance such as Education Scotland (2020) 'Realising the Ambition: Being me'. This would ensure children's interests shape play experiences and support age-appropriate planning for younger children (see area for improvement two).

Observation formats had recently been reviewed and were being developed to reflect each child's individual learning journey. Staff used online learning journals to record and share observations with families. While some families appreciated the updates, others expressed a desire for more detailed information. Observations were still in the early stages therefore it was difficult to identify clear progression in learning. Although Developmental milestone trackers were in place staff did not use these consistently. Observations need to be further developed to effectively track learning, identify next steps, and demonstrate progress (see area for Improvement two).

Areas for improvement

1. Leaders and staff should review the routines of the day including gather time, to ensure that children continue to have experiences and opportunities that support their learning, engagement and age and stage of development.

This is to ensure that care and support is consistent with the Health and Social Care Standards, which state 'My care and support meets my needs and is right for me' (HSCS 1.19) and 'I can maintain and develop my interests, activities and what matters to me in the way that I like' (HSCS 2.22).

2. To support children's development needs and progression in learning, leaders and staff should develop planning for play, quality observations and effective assessments.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'My care and support meets my needs and is right for me' (HSCS 1.19).

Children are supported to achieve 3 - Satisfactory / Adequate

Quality Indicator: Nurturing care and support

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

Children received care from staff who demonstrated kindness and compassion, contributing to a caring ethos within the nursery. Positive body language, tone of voice, and facial expressions showed children they were being listened to and that their voices mattered. An allocated keyworker helped staff build relationships with individual children and respond more effectively to their needs. Families shared positive feedback, saying, "Staff are always very welcoming and caring towards children and parents," and "When times have been hard, the nursery is only ever a call away." This reflects the service's holistic and nurturing approach to supporting both children and their families.

While initial transition visits were provided, some families felt these were insufficient. One family shared, "For transition we found it was very busy in nursery. We only got one settling visit". Although some children adapt quickly, the service should consider whether a single, busy visit is enough to help all children feel safe, secure, and confident.

Opportunities for rest and sleep were available, supported by a quiet room designed for calm play and storytelling. Staff followed best practice guidance for safe sleep. To further enhance children's wellbeing, the service should consider reducing distractions and ongoing play in the quiet space during sleep times.

Meal and snack times could be better organised to enhance children's experiences. Sitting together at meals promoted social interaction, and children developed self-help skills by collecting their own crockery and self-serving food and drinks. Allergy information was clearly displayed in the snack area to support safety. However, at lunch, the use of allergen cards restricted seating choices and impacted inclusion. We asked the service to review this approach to align with the inclusive practices seen during snack time. Staff had begun reviewing the snack routine, and we encouraged them to involve children in snack preparation to further build independence. While children were supported with handwashing at times to promote infection prevention and control, more guidance was needed to help them develop good hand hygiene routines prior to snack. The service had also audited lunchtime and planned improvements. Moving forward, leaders and staff should ensure mealtimes are calm, supportive, and inclusive.

Staff sensitively met children's personal care needs and had reviewed how they support and record this information. To improve outcomes, additional toilets were installed within the playroom to ensure children had access to enough toilets. Staff raised safety concerns, noting the new toilets were not yet suitable for children's use. This limited access may impact on personal care. Children need easy access to safe, appropriate toilet facilities. To support health and wellbeing, the provider should ensure the new toilets meet best practice guidance such as the Care Inspectorate's Space to Grow and Thrive and meet children's needs (see area for improvement one).

Personal planning remains an area for ongoing improvement within the service. Every child had a personal plan outlining their care and support needs, including personal care, dietary requirements, allergies, and medical needs. Personal Plans had not been reviewed every six months, as required by legislation. The service were transitioning from digital to paper-based plans to support regular reviews. Information from these plans was being used to create an overview of children's needs, which would help staff deliver appropriate care. For children with identified support needs, "Care Plan Plus" documents had been developed. Support strategies were being introduced and should be embedded into daily practice to ensure consistent and safe care. Plans must be reviewed with families at least every six months to ensure staff have access to accurate, up-to-date information to meet children's needs effectively (see area for improvement two).

Staff were building positive relationships with children and families. Memory books highlighted each child's experiences, and families received regular updates through an app and newsletters. They were greeted at the door, with some entering the foyer depending on drop-off times, but access to the playroom was limited. We encouraged the service to explore ways to better welcome families at the start and end of the day. Regular access to the playroom could strengthen the connection between home and setting, and offer families deeper insight into their child's daily experiences. To support this, the document 'Me, My Family and My Childcare Setting' (Care Inspectorate, 2024) may be helpful (see area for improvement three).

Areas for improvement

1. The provider should revisit best practice guidance 'Space to Grow and thrive (2024) and ensure the newly installed toilets meet best practice guidance. This would ensure children's wellbeing needs were met.

This is to ensure that care and support is consistent with the health and social care standards (HSCS) which state: 'The premises have been adapted, equipped and furnished to meet my needs and wishes' (HSCS 5.18).

2. To support children's wellbeing, the provider should ensure personal planning approaches continue to improve. This would include but not limited to:

a) ensure that personal plans are written and regularly reviewed with children and families, at least every six months, and when necessary, to ensure that information is up to date to reflect children's current needs, wishes and choices.

b) ensure that personal plans are meaningful, working documents that support children's care needs. This should include strategies of support that are evaluated and updated to reflect their current progress.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices' (HSCS 1.15).

3. To support transitions and family engagement the service should provide further opportunities to strengthen the connection between families and the setting. This would offer opportunities to build trusting relationships and give more insight into their child's individual care and learning. The staff team should explore best practice guidance, 'Me, my family and my childcare setting' (Care Inspectorate, 2024).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I experience high quality care and support based on relevant evidence, guidance and best practice' (HSCS 4.11).

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	3 - Satisfactory / Adequate
Leadership and management of staff and resources	3 - Satisfactory / Adequate
Children play and learn	3 - Satisfactory / Adequate
Playing, learning and developing	3 - Satisfactory / Adequate
Children are supported to achieve	3 - Satisfactory / Adequate
Nurturing care and support	3 - Satisfactory / Adequate

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.com

Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

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 cànan eile ma nithear iartras.

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 ਵਿੱਚ 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.