

Camperdown Nursery Day Care of Children

Camperdown Nursery
159a High Street
PRESTONPANS
EH32 9AY

Telephone: 01875813313

Type of inspection:
Unannounced

Completed on:
13 October 2025

Service provided by:
Camperdown Childrens Nursery
Limited

Service provider number:
SP2023000028

Service no:
CS2023000036

About the service

Camperdown Nursery is registered with the Care Inspectorate to provide a care service to a maximum of 24 children aged from 2 years to not yet attending primary school at any one time.

The nursery is in partnership to provide funded early learning and childcare with East Lothian Council.

The nursery premises is in the coastal town of Prestonpans in East Lothian. The building provides children with a purpose built environment which consists of a main playroom, toilet and nappy change area, cloakroom and food preparation area. Outdoors there are two play areas and children access the local community facilities such as the library, local shops, parks and woodland.

About the inspection

This was an unannounced inspection which took place on 07 October 2025 between 9:00 and 17:00. The inspection was carried out by an 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 registration. This was the first inspection since the service was re-registered in February 2023.

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.

In making our evaluations of the service we:

- spoke/spent time with several children across the day
- reviewed comments made by 18 parents using our questionnaire and spoke with one parent
- spoke with staff, the manager and provider
- assessed core assurances, including the physical environment
- observed practice and daily life
- reviewed documents.

As part of this inspection, we undertook a focus area. We have 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

- Relationships between staff and children were strong and promoted children's sense of security and confidence.
- Opportunities for staff to meet and reflect on their practice and carry out professional development could be improved.
- Children were cared for in a high-quality environment where children could choose to play indoors or outdoors.
- Planning for play experiences needed to be further developed.
- Improvements were needed to medication procedures.
- The consistent staff team supported children and families well.

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	4 - Good
Children thrive and develop in quality spaces	5 - Very Good
Children play and learn	4 - Good
Children are supported to achieve	4 - Good

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

Leadership 4 - Good

We evaluated this key question as good where there were strengths within the settings work and some aspects which could benefit from improvement.

Quality indicator: Leadership and management of staff and resources

A vision for the setting had been developed. It reflected aspirations for high standards for children's play and learning. These had been shared with parents and staff but work could be carried out to develop them further. This would help the setting share how they approached making improvements and provided high-quality care and outcomes for children.

A self-evaluation floor book evidenced the work that had been carried out to evaluate the quality of some aspects of the setting. Evaluations had informed the development of an improvement plan which was well documented and regularly updated to evidence improvements which had been made. There were aspects of the setting that were being evaluated and changed or improved on a regular basis but these were not being recorded. Recording of ongoing improvements would enable the manager and staff to evidence their continuous development of the setting.

Opportunities were regularly provided for parents to be involved in evaluations of quality provided in the setting. Parents were often busy but regularly spoke with staff to share opinions and views. We asked the manager to continue to look for innovative and meaningful ways to engage with parents.

The small and consistent staff team communicated with each other throughout the session. Full team meetings were not held frequently and this limited some opportunities for staff to share their reflections of the quality of the setting or their practice. An increased understanding of the quality improvement framework for early learning and childcare would assist the manager and staff in assessing the quality of their work.

The recruitment and retention of staff had a positive impact on children's wellbeing. Recruitment procedures were well organised to ensure that staff were safely recruited and held the values, skills and experience for their roles. There was consistency of care provided through the use of predictable work patterns and retention of staff. This enabled staff to build positive relationships with children in their care.

Induction was well organised to give staff the information that they need for their roles. The manager, who was predominantly playroom based, provided clear guidance and mentoring throughout the induction process.

There was evidence of staff carrying out a good level of training which covered core areas and supported children's health and wellbeing. Training opportunities could be further extended to include good practice guidance and current childcare and learning trends. This would help to ensure the ongoing professional development of the staff group.

Children thrive and develop in quality spaces 5 - Very Good

We found major strengths in this aspects 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 setting had been purpose built to meet the needs of children. The space was bright, warm and inviting. It provided a well organised environment for children's care and play. Toilet and nappy changing facilities met with good practice and provided children with privacy and dignity during personal care routines. A parent commented "The nursery setting is well thought out from the layout of the room and then to their amazing garden that my son loves!"

The playroom was bright and well ventilated. Staff had arranged the play spaces to provide areas for a range of activities. Children could play in small groups or individually. They could access a range of good quality resources and choose additional items for their play from child height storage. This helped them explore and sustain their play ideas.

Parents commented on the very good opportunities for outdoor play and wider experiences such as walks in the local community and the use of community facilities. "My child loves playing outdoors and gets plenty of time outside. Unless the weather is really bad, they have the opportunity to play in the garden. In summer , they always do some gardening which is really lovely." "My child loves being outdoors and the Camperdown setting allows this on many occasions. We see him outside loads on learning journals. They even play out in the rain which I think is great and really character building."

The two outdoor areas were defined for different uses. One was accessed directly from the playroom and was open throughout the day. This enabled children the choice of where to play which helped them to build independence. Children were familiar with the opportunity to choose and moved frequently between indoors and outdoors. One space was on three levels and children actively explored and used the good quality resources in this area. The other outdoor area was a courtyard and used for planting, group games, wheeled toys and loose part play.

The indoor and outdoor environments were very well maintained and provided safe places for children to play. The entrance to the setting was safe and secure and well monitored by staff who could see people approaching the building. The risk assessment process was used to maintain children safety. Children told us that they helped to 'look for dangers' before they went out to play. The range of risk assessments included food and eating. These took account of current food safety and allergy guidance.

To encourage children to manage risks for themselves staff had developed a balanced approach to risk during children's play. There were opportunities for children to challenge themselves physically through climbing, jumping and balancing which helped them develop skills and resilience.

The setting was clean and staff ensured that personal care environments were well maintained throughout the day. Children were encouraged to develop good infection prevention and control habits through the supported handwashing and gentle reminders of what to do when blowing their nose or coughing.

Children's information was kept securely. Staff demonstrated a very good understanding of confidentiality

and their responsibility to protect the privacy of children. There were policies in place to share with parents how their information was stored or shared.

Children play and learn 4 - Good

We evaluated this key question as good where there were strengths within the settings work and some aspects which could benefit from improvement.

Quality indicator: Playing, learning and developing

The vision of the setting was based on children's right to play and providing high quality play and learning experiences. Parents commented positively on the range of fun learning opportunities that children were provided with. "Enjoys playing outside, lots of activity's within the nursery e.g. painting, drawing, playtime, story time." "My child is always busy and I have to go and find them at the end of the day." "The nursery get the children out in the fresh air as much as possible, they engage with lots of fun activities too."

Children were having fun and most were engaged in the range of play experiences provided for them. Overall, there were age appropriate opportunities to support exploration and curiosity. To support children's imagination and provide opportunities for children to lead their own play we asked staff to continue to adapt the range of resources and opportunities provided across the day. This would further support children's engagement in their learning.

As part of their improvement plan staff had been working to improve their interactions with children during their play. This was to support children's thinking and problem-solving skills. There were some skilled interactions to support learning and they now needed to be consistent across the staff team. Children were confident and familiar with staff and on the whole they wanted staff to be included in their play. Further work could be carried out to help staff understanding of invitations to play. This would help them develop an understanding of when to intervene or step back from children's play.

The system used to plan play and learning activities was a priority on the settings improvement plan. There were plans which focussed on intentional promotions such as seasons or major festivals. There was also responsive planning which was based on the observations of children's individual interests. There were activities planned to support children's learning and staff had identified learning outcomes. However, work needed to continue to ensure that all staff understood and took part in the planning process. Intentional planning needed to be adapted to ensure it was relevant to the age group and responsive planning needed to be consistently updated and evaluated.

Children's learning journals provided parents with an overview of the wide range of activities children had taken part in. Parents commented that they received regular updates on their children's progress and parent consultations took place twice a year. Local authority tracking procedures were used to assess children's learning and skill development. Staff were working on the consistency of following up on children's next steps for their development and their skill in writing observations.

Children are supported to achieve 4 - Good

We evaluated this key question as good where there were strengths within the settings work and some aspects which could benefit from improvement.

Quality indicator: Nurturing care and support.

Relationships that staff had developed with children were strong. They were based firmly on the principles of nurturing care and staff knew children in their care very well. This was a significant strength in the setting. Parents commented "All the staff are so lovely and friendly, they are so attentive to my son and genuinely interested in his life and his achievements in and out of nursery!" "The staff are all friendly and welcoming. They are devoted to the children and you can tell straight away that they are passionate about their work. The children are always happy and calm when I've went in to collect my child." "Just incredible. Supportive, loving and honest."

Transitions throughout the day were well supported with staff setting children up to know what was next. This resulted in children being secure across the different aspects of the day. At the time of our visit there were several children settling into the setting. This was well planned and taken at the child's pace to build on their confidence and sense of security.

There was an element of fun and joy in staff interactions with children. Children were confident and this had been very well supported through the consistency of staffing and the responsiveness of staff to children's emotional needs.

Meals and snacks were well planned and provided children with a meaningful experience. Lunch was particularly well supported by staff and the process was very well understood by children. The meal was provided by an external company and current good practice guidance had been used to develop the menu. Children ate well and had opportunities for choice, independence and socialisation. The tables were attractively set and staff supported good eating habits.

There were procedures for the administration of medication. However these had not been followed to ensure that long term medications were regularly reviewed and that non-prescribed medications had supporting information and clear instructions for administration (see area for improvement 1.)

Personal plans, which were documents used to support children's wellbeing, were in place. Information had been gathered to provide staff with the information that they needed to meet children's on going needs. We have commented that staff knew children in their care very well and the staff team communicated well with each other about children's needs. However, there needed to be more consistent recording of the strategies that they were using to support children. For example, where children were being supported with language skills, to use the toilet or regulate their emotions. This would enable staff to assess if strategies were improving outcomes for children or if they needed to be adapted.

Staff had developed good connections with families and provided opportunities for parents to attend outings and events such as the Christmas Nativity. Parents commented "The nursery staff are very welcoming, we can share updates on her learning journal and also talk in person with the staff easily. They have some parents meetings available during the year also where we can book to get a bit of extended time with the teachers to chat." "Staff are very welcoming and happy to discuss and responsive to help with

anything that is required e.g. learning road safety etc." "Always feel more than welcome and the staff are always happy to answer any questions."

The setting was based in a coastal town where there was a strong community. Staff had knowledge of what went on in the community and encouraged parents to tell them about activities and interests out with the setting. To familiarise children with their community surroundings they used local resources such as the library, local shops and the nearby church hall.

Areas for improvement

1. To support children's health and wellbeing the procedures for medication should be followed consistently. To do this all staff should be familiar with the medication procedure and current good practice guidance and auditing processes should be adapted to ensure they are effective.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states 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	4 - Good
Leadership and management of staff and resources	4 - 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	4 - Good
Nurturing care and support	4 - Good

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