

Treetops Nursery Day Care of Children

83 Anderson Drive
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Type of inspection:
Unannounced

Completed on:
29 October 2025

Service provided by:
Collin Care Limited

Service provider number:
SP2008009795

Service no:
CS2012306655

About the service

Treetops Nursery is registered to provide a daycare of children service to a maximum of 45 children aged from birth to those not yet attending primary school. Care is provided from a single storey property, which is located in a quiet residential area of Irvine, North Ayrshire. The service is close to shops, public transport routes and local amenities.

Care is provided from a birth to two room, with one further open-plan room divided into dedicated spaces for children aged two to three and three to five years old. Children also have access to outdoor play in enclosed garden areas. At the time of inspection 63 children were registered to the service.

About the inspection

This was an unannounced inspection which took place on 28 October 2025 between 08:45 and 18:00. We provided feedback to the manager on 29 October 2025. The inspection was carried out by two inspectors 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
- reviewed electronic feedback from 18 parents
- spoke with staff and management
- assessed core assurances, including the physical environment
- observed practice and daily life
- reviewed documents.

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.

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

- Management were committed to making improvements within the service.
- Quality assurance approaches had been developed and were supporting continuous improvement within the service.
- Improvements had been made to the cleanliness and maintenance of the environment, helping to ensure children experienced a welcoming and well maintained setting.
- Children's health and wellbeing was enhanced through daily access to outdoor play.
- Improvement to toys and material indoors were enhancing children's play opportunities, supporting their curiosity, creativity and imaginative play.
- The service should continue to develop the outdoor environment to promote children's independence and choice.
- Training was supporting staff to develop their skills and knowledge of how children learn and develop.
- Staff were kind, caring and nurturing in their approach with children.
- Children enjoyed relaxed and social mealtimes, where they were supported to develop self-help skills.

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	4 - 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

Quality Indicator: Leadership and management of staff and resources

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.

The management team along with staff, parents and children had worked hard to create a service that strived to deliver positive outcomes for children and their families. This was evident through the newly developed vision, values and aims which included children's voice and provided shared aspirations for staff and parents. Parents commented they felt included within the service and told us "the management are always looking to put new things in place and are happy for parents' input" and "we have been given the opportunity to suggest any improvements."

Management engaged well during the inspection and were committed to their role. They shared ongoing improvements within the service and recognised the importance of these on outcomes for children. Management and staff were at the beginning of their improvement journey and had made a good start on reflecting on their service and implementing change within the setting. We encouraged the service to continue to evaluate the impact of change. Staff commented positively on the manager and they felt supported in their role. Parents commented positively telling us "communication has greatly improved since new management, you can tell [they] are making a great effort and coming up with new ideas and trying to make the service more inclusive for parents and introducing more learning opportunities for the children" and "the difference under the new management is incredible."

Quality assurance processes has been developed to include frequent audits of key practice areas. For example, accident and incident audits, medication reviews and monthly monitoring of playrooms. These supported management and staff to identify where improvements could be made and contributed towards positive outcomes for children. We discussed where some approaches could be further developed. For example, monitoring personal plans to ensure these are signed and agreed by parents.

The manager had developed an improvement plan, outlining the priorities for the year. This included improving numeracy and developing staffs' skills in supporting children with additional support needs. This was further enhanced by an action plan from the last inspection, which supported staff to develop their practice and was contributing towards the continuous improvement of the service.

Staff accessed training to support their developmental needs. Training had been identified in line with the service's improvement plan and from consultations with staff. For example, schematic play and play based approaches. Staff completed an evaluation of training and this was shared with staff at team meetings. To secure meaningful improvements in practice, we shared examples of how this could be further developed to record the impacts of training on outcomes for children.

There was a good mix of skills and qualifications within the team. Staff were recruited safely, to ensure the right people were caring for children. This included appropriate safety checks and registrations. A recruitment overview was in place to help management have an oversight of qualifications and roles. The service delivered an induction programme that supported staff in developing their knowledge and confidence. Staff spoke positively about their induction and commented their team along with management were supportive. All staff were registered with the Scottish Social Services Council (SSSC).

Children thrive and develop in quality spaces 4 - Good

Quality indicator: 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.

Since the last inspection management and staff had worked hard to improve the setting. This included replacing flooring throughout the setting and improving fixtures and fittings. The entrance area displayed photographs and information about the setting which supported a welcoming environment. Each child had access to their own space to store their personal items, which helped promote a sense of belonging.

Playrooms were bright and welcoming. Some homely touches, such as displays, rugs, soft furnishings and furniture helped create a welcoming environment for children and their families. There was still scope to enhance this further by adding softer lighting. One parent told us "the nursery are always updating experiences for the children. They have introduced little areas making it like a home from home."

Careful consideration had been given to the layout of the rooms to offer a range of spaces for children to make choices, support their interest and develop their ideas. Children had access to a range of opportunities to develop their curiosity, imagination and problem solving. For example, block play and loose parts (resources that can be moved, taken apart and put together) were available, which encouraged children to use creative thinking and problem solving strategies as they developed their ideas through play. We discussed that consideration could be given to enhancing some areas to support choice further. For example, adding low down units at sand area to provide choice of play equipment.

Staff acknowledged the importance of outdoor play and its benefits to children's wellbeing. The outdoor area had been developed to include a space for babies to explore and discover play experiences safely. Work was underway to further develop the outdoor area, to enrich the types of play and learning experiences available. This included creating a more natural space to plant flowers and grow vegetables, which could support children with opportunities to explore and learn in the natural world. Older children benefitted from weekly forest visits where they experienced and developed important skills and knowledge around nature, safety and the world around them. Parents told us, "my child has been so excited to attend forest school and has recently got to do this and had the best time and learned a lot" and "my child participated in a forest outing where the children tried to build a tent and searched for snails. They really enjoyed exploring nature and working together on the activities."

The environment was clean and well maintained. Some measures were in place to help reduce the risk of spread of infection. For example, staff and children washed their hands after toileting and before eating. We discussed where improvements could be made for younger children, by adding a sink at their height. The service had identified this within their self-evaluation approaches and had plans to install a low down sink to support younger children's independence.

Systems were in place to help keep children safe. Risk assessments helped staff to mitigate risk and enhanced children's safety. Children carried out risk assessments for some experiences, such as their forest school programme.

The service had recently completed some refurbishments to children's changing areas. We asked the manager to formally notify us of any future refurbishments in line with our notification guidance. We discussed the temperature in the baby changing area, which was cold.

The service should review this and implement approaches to ensure the changing area is of an acceptable temperature for the comfort of children. (See Area for Improvement 1).

Areas for improvement

1. To help ensure children's comfort, the provider should ensure improvements are made to children's changing areas. This should include, but is not limited to, improving the temperatures within nappy changing areas.

This is to ensure that care and support is consistent with the Health and Social care Standards (HSCS) which states that: 'My environment has plenty of natural light and fresh air, and the lighting, ventilation and heating can be adjusted to meet my needs and wishes.' (HSCS 5.21).

Children play and learn 4 - Good

Quality indicator: Playing, learning and developing

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 busy and having fun as they played. Staff supported children's choice and were responsive to their interests. For example, staff asked children what they wanted to do and were flexible in adapting plans to accommodate this. Staff planned resources and experiences having considered children's current interests and stages of development. We discussed where the use of visual aids would support younger children in having choice about their play experiences. Children and parents commented positively on the play experiences. A child shared, "There are lots of new toys" and a parent told us "it's a wonderful environment for our child to learn and grow."

Play opportunities had been developed since the last inspection. Children could access a number of play spaces to support their interests and play ideas. For example, home area, playdough area and block play. Children told us "I like making dinner in the house" and "I like playing in the water." The pace of the day had been reviewed, which helped to ensure older children had extended periods of time for play and to build relationships with each other. Children made informed choices about their play from the experiences and materials on offer. Staff had worked hard to implement their ideas and changes to enhance children's play and learning throughout the setting.

There were a number of toys and materials to support children's play and learning. For example, books, rattles and sensory resources in the baby room and blocks, role play and arts and crafts in playrooms for older children. At the last inspection, we made an area for improvement in relation to toys and materials available to children. Whilst we acknowledged there had been improvements, further measures were needed, to support children's play, learning and development outdoors. Therefore, we have continued this area for improvement at this inspection. More information can be found at the back of this report.

Staff were developing their understanding of how children learn and develop. Training and collaboration with other professionals supported staff to develop their confidence and knowledge. They were beginning to adopt a questioning approach to encourage and support children's play and learning experiences.

Staff should continue to develop their skills and confidence in extending children's learning through meaningful conversations. To further support staff's understanding of how children learn and develop, the management team should continue to upskill staff through planned training and development opportunities.

Planning approaches recognised children's current interests and recorded opportunities provided in response to children's play. We discussed where this could be further developed to help ensure children's voices are reflected within planning approaches. We also discussed where intentional planning could be further developed, with consideration to the provision of spaces, experiences and interactions to maximise outcomes for children.

Experiences were shared digitally with families, which communicated the skills and learning involved and shared children's achievements. There was further scope for children to be involved in evaluation of their play and learning experiences. We suggested ways to encourage children to reflect on their experiences and achievements, such as using floor books to consult with children.

Children are supported to achieve 4 - Good

Quality indicator: Nurturing care and support

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 happy in the setting and comfortable in the care of adults. They experienced interactions that were kind and caring. Staff engaged with children whilst sitting down at their level, helping children feel valued. Parents told us they were happy with the care their children received, "I like how accommodating and friendly the staff are. I like how much my child loves being in the nursery and is always excited and happy to be there, my child has learned and continues to learn" and "the staff are always really friendly and welcoming every morning for pick up and drop off. My child loves the staff there and always has loads of positive stories to tell on the way home."

Positive relationships between staff, children and families were evident throughout the setting, contributing to a warm and inclusive ethos. Staff demonstrated a genuine interest in the wellbeing of each child, fostering trust and a sense of belonging. Transitions into the service and between activities were carefully planned, helping children to feel confident and secure. For example, children and families were welcomed positively on arrival, with staff taking time to speak to them individually. When parents and carers arrived at the end of the day they were given an update about the child's day. This promoted an inclusive environment which valued contributions from families.

Personal plans had been created in partnership with parents and carers. These contained important information needed to care for children. We observed staff using agreed strategies, which helped ensure children received support that was right for them. However, consistency for all plans should be considered, as we found some plans did not have clear strategies to support children. Most parents were aware of their child's personal plan and had updated this with staff. Parents told us "the staff keep me informed and include me in conversations about my child's development and personal plan. I feel listened to and supported" and "we have regular reviews and my input is valued in relation to my child's development at nursery." We asked the service to ensure when plans are reviewed these are signed and agreed by parents.

Lunch time had been developed and was a calm, unhurried and sociable experience for children. Older children enjoyed chatting with their peers, whilst staff sat alongside them. This helped children develop their language skills and provided a pleasant mealtime experience. Children were encouraged to be independent and develop their skills by self-selecting food and pouring their own drinks. We discussed where improvements could be made to support mealtimes for younger children. For example, opportunities to self serve meals and provide choice of milk or water at mealtimes.

Since the last inspection medication procedures had improved and reflected current guidance, which supported the safe administration of medication. Staff had a good understanding of children's health needs and management had developed approaches to ensure medication was regularly reviewed.

The service knew their children and families well and welcomed them into the service daily. They were at the early stages of implementing play and stay session, which had been received well with parents and were helping to develop connections with families. Parents told us "every pick up time I get a full handover of what my child's been doing during the day. The app is kept up to date with different activities [they've] been doing that month with lots of learning detailed and pictures. There is also a stay and play arranged and parents' night" and "the staff are always really friendly and welcoming every morning for pick up and drop off. My child loves the staff there and always has loads of positive stories to tell on the way home."

What the service has done to meet any areas for improvement we made at or since the last inspection

Areas for improvement

Previous area for improvement 1

To ensure children's health needs are met, the provider should improve medication processes to ensure relevant information is gathered to administer medicine safely. This includes, but is not limited to, ensuring clear signs and symptoms are recorded and medication is regularly reviewed with parents.

This is to ensure that care and support is consistent with the Health and Social Care Standards which state that 'Any treatment or intervention that I experience is safe and effective.' (HSCS 1.24)

This area for improvement was made on 20 February 2025.

Action taken since then

Children's health and wellbeing was supported by a clear administration of medication policy and procedures. The service was storing medication appropriately in line with best practice guidance 'Management of medication in day care and childminding settings.' We sampled the nursery's medication consent forms and health plans and found these were in line with current good practice guidance.

This Area for Improvement has been Met.

Previous area for improvement 2

To support staff to develop their skills, knowledge and understanding of children's play, learning and development, the provider should arrange for staff to undertake related professional development activities. Staff should then reflect on their learning and embed it in their practice.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS), which states: 'I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes.' (HSCS 3.14).

This area for improvement was made on 20 February 2025.

Action taken since then

Staff have accessed a range of learning opportunities to support their professional development. This included training on block play, schematic play and child protection. Staff shared their knowledge and understanding from training with us and spoke about how this had impacted on their practice. We discussed with management further developing approaches to record the impact of training and how this had contributed to the delivery of positive outcomes for children.

This Area for Improvement has been Met.

Previous area for improvement 3

To help ensure children are able to access a variety of stimulating play opportunities, the toys and materials available to children should be improved to support child led play. This should include but is not limited to, ensuring a wide range of sensory opportunities to stimulate children's curiosity, creativity and imagination and increasing the range of toys and materials available outdoors.

This is to ensure care, play and learning is consistent with the Health and Social Care Standards (HSCS) which states that: 'As a child, I can direct my own play and activities in the way that I choose, and freely access a wide range of experiences and resources suitable to my age and stage, which stimulate my natural curiosity, learning and creativity.' (HSCS 2.27).

This area for improvement was made on 20 February 2025.

Action taken since then

Play spaces had been reviewed in consultation with children, ensuring children's ideas and interest were reflected within spaces. The service had improved the quality and quantity of resources to support children's play and learning. Resources were age and stage appropriate and were displayed attractively to support child led play and children in making choices.

We discussed with the service there was still scope to further develop areas, ensuring they were rich in resources that promoted literacy and numeracy skills.

Whilst indoor play spaces had been developed the service should continue to develop their outdoors spaces to support child led play, enhancing children's curiosity, creativity and imagination.

Therefore this Area for Improvement will be continued.

Previous area for improvement 4

The provider should ensure that children receive care in a clean, well looked after and well-maintained premises. This should include, but is not limited to, ensuring appropriate infection prevention and control practice is in place. For example, effective handwashing.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) that states: 'I experience an environment that is well looked after with clean, tidy and well-maintained premises, furnishings and equipment.' (HSCS 5.24)

This area for improvement was made on 20 February 2025.

Action taken since then

The service had undergone some refurbishment since the last inspection. The service had replaced all flooring which was contributing to a clean and well maintained environment. Play spaces and resources for children were clean and well presented.

Staff demonstrated effective handwashing procedures and had defined sink areas to support best practice. Risk assessments helped to ensure system were in place to monitor and assess infection prevention and control practice. However, we asked the service to be mindful that these were followed. For example, ensuring appropriate ventilation within the changing areas at all times.

Maintenance records supported the environment in being well maintained.

This Area for Improvement has been Met.

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	4 - Good
Children experience high quality spaces	4 - 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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