

# Flying Colours Nursery, Cammo Meadows Day Care of Children

Flying Colours Nursery  
1a White Spruce Bow  
Edinburgh  
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Telephone: 01315742679

**Type of inspection:**  
Unannounced

**Completed on:**  
7 November 2025

**Service provided by:**  
Flying Colours Nurseries Limited

**Service provider number:**  
SP2016012677

**Service no:**  
CS2016345672

## About the service

Flying Colours Nursery, Cammo Meadows is registered to provide a care service to a maximum of 121 children not yet attending primary school at any one time. No more than 21 are aged under 2 years; no more than 30 are aged 2 years to under 3 years and no more than 70 are aged 3 years to those not yet attending primary school full time.

The service relocated to a purpose-built new building in May 2024. It is situated in a residential housing development called Cammo Meadows in the City of Edinburgh. The service is close to parks, primary schools, shops, transport links and other amenities. Children are cared for across two levels and have direct access to secure outdoor play areas from all three playrooms.

## About the inspection

This was an unannounced inspection which took place on Wednesday 5 November 2025 between 09:00 and 16:30, and Thursday 6 November 2025 between 09:00 and 16:30. 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 registration information, information submitted by the service and intelligence gathered throughout the inspection year.

To inform our evaluations we:

- spoke/spent time with children using the service
- received 55 completed questionnaires from families
- spoke to staff and the management team
- observed interactions, routines, practice and daily life
- reviewed documents
- assessed core assurances, including the physical environment.

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.

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.

## Key messages

Children experienced warm, respectful care that promoted wellbeing and secure attachments.

Leaders demonstrated strong commitment and a clear vision, which improved service delivery and outcomes for children.

Children benefited from an inclusive, welcoming environment that fostered strong family connections.

Staff should strengthen real-time engagement by using open-ended questions and "wondering out loud" to deepen understanding and enrich play experiences.

Planned play experiences actively reflected children's interests to encourage engagement and curiosity. Planning approaches should be developed to also focus on developing specific skills by linking activities to clear learning goals.

Children's wellbeing was supported through personal plans tailored to their interests, strengths, and needs.

## 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 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

### 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 was guided by their core values of belonging, achievement, communication, happiness and wellbeing, and trust. These principles were embedded in daily practice and shaped the experiences of children, families, and staff. For example, priority given to meeting individual needs resulted in happy children. Staff described feeling well supported by management and confident in sharing ideas. One staff member highlighted regular wellbeing check-ins as a particularly valuable initiative. To further strengthen this shared vision and maintain high standards, management could involve children and families in reviewing the service's vision, values, and aims.

Leaders demonstrated strong commitment and a clear vision, which improved service delivery and outcomes for children. A shared self-evaluation approach was embedded, enabling staff to confidently share ideas and monitor each other's practice and the quality of children's experiences. This supported reflection and continuous improvement, driving positive change.

Delegated responsibilities fostered improvement. Leaders paced changes for sustainability. Staff led specific development groups aligned with the improvement plan, to focus on identified areas to improve experiences and outcomes for children. The language and communication group improved play resources and staff understanding. Greater focus on staff engagement to extend children's thinking across all groups was advised for consistency in care, play, and learning. Moderation activities were completed to ensure standards were met. Plans had been developed to improve moderation practices. Management considered adding prompts to guide improvements, such as auditing accidents and incidents to identify patterns and reduce risks.

Leaders gathered children's and families' views to guide improvements and self-evaluation. They used tailored approaches, such as a well-attended drop-in event where parents gave feedback on the newly developed menu. They planned to continue these methods to keep families' views central to the self-evaluation process.

All staff were recruited following full compliance checks to guarantee safe care for children. To strengthen engagement and inclusivity, management should explore ways for children and families to actively participate in recruitment decisions. A tailored induction process helped new staff to understand their roles and regular mentoring opportunities supported staff to understand national policy and best practice. Training aligned with improvement priorities, including recent diversity and inclusion sessions. A leadership pathway programme strengthened staff capability, resulting in improved outcomes for children. A parent told us, "Facilities are excellent, staff are wonderful."

## 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 benefited from a warm, supportive environment that fostered learning through play. Spaces encouraged imagination and child-led activities, while staff promoted comfort, choice, and literacy through storytelling and singing. A parent told us, "There is a child friendly atmosphere created by the environment and staff." However, due to limited activity-specific resources, some experiences lacked depth. For example, prompts like "Can you make a bonfire?" were offered without visual aids, and staff did not join play to extend curiosity. Moving forward, staff should strengthen real-time engagement by using open-ended questions and "wondering out loud" to deepen understanding and enrich play experiences.

Older children accessed a well-equipped breakout room that promoted focused learning and problem-solving. They worked in teams on board games to strengthen social interaction, turn-taking, and memory skills. Woodwork activities with real tools fostered creativity and confidence. Consideration should be given to what resources are deployed where to ensure continuity in learning.

Regular outings to local parks and green spaces helped children learn about their community. This was enhanced through intergenerational play opportunities facilitated by visits to a local care home helped children develop empathy, responsibility, and respect for older people.

Staff worked in targeted improvement groups focused on inclusion, and numeracy and maths to enhance children's experiences and outcomes. This led to a wider range of resources, such as multilingual displays, bilingual books, and greater celebration of diverse cultures and festivals. Moving forward, increased staff engagement to deepen children's thinking would further strengthen learning opportunities in these areas.

Planning was guided by Curriculum for Excellence (Education Scotland, 2010) for a broad, balanced curriculum and Realising the Ambition (Scottish Government, 2022) for nurturing, developmentally appropriate experiences that foster wellbeing and independence. Planned play experiences actively reflected children's interests to encourage engagement and curiosity. Planning approaches should be developed to also focus on developing specific skills by linking activities to clear learning goals. Leaders could improve outcomes by training staff to recognise different stages of play and learning. This would ensure that planned experiences are intentional and consistently suited to the child's developmental level to challenge their thinking.

Families received photo updates of their child's play and learning via an online platform, with posts linked to curriculum and wellbeing indicators. Developmental milestone trackers provided an overview of each child's progress. Recording of children's learning was inconsistent in frequency, quality, and clarity of next steps. Management were addressing this by coaching staff individually to improve observation quality and identify significant learning and next steps. This should strengthen evidence of progression, inform planning, and celebrate children's successes and achievements.

## 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.

Children experienced warm, respectful care that promoted wellbeing and secure attachments. Staff upheld privacy and dignity in routines, such as seeking consent for personal care. Most children were happy and settled, though occasional missed opportunities to provide extra reassurance reduced consistency of quality responsive care. Strengthening staff monitoring would ensure timely emotional support for every child.

Children benefited from an inclusive, welcoming environment that fostered strong family connections. Families engaged with staff who prioritised tailored services to meet individual family needs, strengthening relationships. Parents received regular updates on their child's care and development through drop-offs, digital platforms, and newsletters, ensuring responsive, personalised support. A parent told us, "My child is happy to go in, staff are responsive and send us updates as well as detailed handovers at pick-up times."

Transitions were carefully planned to meet individual needs and involved keyworkers and parents to ensure continuity of care. For example, a new child received consistent one-to-one support, and parents were welcomed with clear updates on settling progress. Established routines helped children feel secure and confident in daily activities, promoting independence and skill development. Sleep routines were child-centred and adapted to personal preferences, with safe sleeping practices and regular checks maintained.

Children's wellbeing was supported through personal plans tailored to their interests, strengths, and needs. Staff reviewed these plans regularly and implemented strategies that met individual requirements. Allergies, dietary preferences, and health needs, including medication, were managed effectively. More detail could be added to regular medication reviews with parents to provide updates to health or medication changes.

Mealtimes fostered independence as children served themselves and cleared dishes. They followed routines confidently and engaged socially with peers and staff, showing kindness by sharing and helping others. Rolling snack and lunch options enabled uninterrupted play and improved experiences. Mealtime practices were under review for further improvement. Staff should consider how to keep food warm throughout lunch time in all playrooms. They should also provide additional support for younger children during self-service to reduce cross-contamination risks and promote portion control skills.

Children's health and wellbeing were promoted through a free-flow approach to regular outdoor access in all weather, which encouraged choice and independence. Staff balanced safety with positive risk-taking, supported by robust procedures and risk assessments. Using the Keeping Children Safe: Look, Think, Act guidance (SIMOA)(Care Inspectorate, 2021), staff raised safety awareness. The SIMOA elephant mascot helped children understand how to stay safe when out in the community.

## 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 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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