

Treetops Too

Day Care of Children

Ailsa Road
Saltcoats
KA21 6LR

Telephone: 01294 607 270

Type of inspection:
Unannounced

Completed on:
19 November 2025

Service provided by:
Collin Care Limited

Service provider number:
SP2008009795

Service no:
CS2008176771

About the service

Treetops Too is registered to provide a daycare of children service to a maximum of 59 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 Saltcoats, North Ayrshire. The service is close to shops, public transport routes and local amenities. At the time of inspection 81 children were registered to the service.

Care is provided from a dedicated 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.

About the inspection

This was an unannounced inspection which took place on 18 and 19 November 2025 between 09:15 and 15:00. 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 five 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

- Quality assurance approaches had been developed and were supporting continuous improvement within the service.
- The service should continue to develop their self evaluation processes, developing a collaborative approach that included staff, children and their families.
- Improvements had been made to the overall setting. This helped ensure children received care in a clean, welcoming and well maintained environment.
- Improvement to spaces indoors were enhancing children's play opportunities, supporting their curiosity, creativity and imaginative play. The service should continue to develop outdoor spaces to further promote children's independence and play experiences.
- The service should revisit their planning approaches and the recording of observations to ensure they are child centred and responsive to children's current interests.
- Children experienced interactions that were kind and caring, helping them to feel safe and secure.

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

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|---|----------|
| 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 service's vision, values and aims were displayed within the setting and reflected their ethos and aspirations for children who attended the service. These had been created with parents and supported staff and families to understand what to expect from the service.

A detailed improvement plan was supporting the continuous improvement of the service. This included raising attainment, with a focus on literacy and numeracy and developing high quality outdoor experiences. We agreed this was important to scaffold and extend children's play and learning, whilst continuing to develop high quality spaces for children. We encouraged the service to develop their approaches to enable staff to reflect on and contribute towards the service's improvement journey.

Quality assurance processes were in place for monitoring key aspect of staff's practice and experiences for children. For example, monthly overviews of personal plans and outdoor play. Management had identified what was working well and where action should be taken. Clear next steps had been identified to support staff to develop their practice to help ensure children's care, play and learning supported their needs. We discussed where these could be further developed to include staff in auditing and evaluating where children's experiences could be enhanced.

Robust safer recruitment processes were in place, helping to ensure the right people were employed to care for children. Staff were supported through induction processes, which helped develop their knowledge and skills in their role to care for children. This included the use of the National Induction Resource and support from leaders. Staff spoke positively about their induction and one staff member commented "inductions allow the children to get to know new staff members as well as allowing us to get acquainted with the routines and other staff. Being supported by a mentor makes it less daunting and allows you to have someone to talk to about anything your unsure about."

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 staff had worked hard to improve the setting. Significant changes were contributing towards a clean, well-ventilated and welcoming environment for children. 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.

We discussed where there was further scope to enhance this by adding softer lighting to the baby room. Parents told us "nice, big, bright nursery" and "the nursery room always looks well presented and maintained."

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. This included the use of appropriate sized furniture and accessible resources that supported children to make choices. The service should continue to review spaces with a focus on outdoor areas to support children to lead and direct their play.

Children's health and wellbeing was supported through daily outdoor play opportunities. We asked the service to give consideration to ensuring appropriate clothing was available for younger children when accessing outdoor play. Children enjoyed playing with water and construction toys. The service should continue to review outdoor play spaces and through consultation with children further develop spaces to provide challenge that would support their holistic development. For example, more adventurous play with open ended materials and loose parts and further resources to support children curiosity.

Systems were in place to help reduce the risk of infection and to keep children safe. Risk assessments helped staff to mitigate risk and enhanced children's safety. For example, regular handwashing before meals and risk assessments. We discussed where improvements could be made for younger children, by adding a sink at their height to support children's independence when handwashing. The service had previously identified this and shared they would review their plans to install a sink within the baby room.

The service supported children's experiences by actively making good use of the local community, which helped to nurture a sense of belonging. Beach school visits offered a wealth of benefits such as, connecting with nature, developing understanding of environmental responsibility, and instilling a sense of wonder and respect for nature. One parent told us "the beach school is a unique idea my child loved [their] block."

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 having fun within the service. The pace of the day was relaxed and supported children to make choices and direct their play. With support from staff, children could choose whether they wanted to play indoors or outdoors. We discussed where the use of visuals could support children further in making choices about their play preferences.

Play spaces contained a variety of resources that supported children's interest and play ideas, whilst also promoting their independence and skills for life. For example, children in the home area benefited from real life experiences such as chopping fruits and vegetables, and children were encouraged to get dressed independently for outdoor play opportunities. We discussed where these opportunities could be further developed to support, extend and consolidate children's play and learning.

Children's curiosity and imaginative play were supported through a range of open ended materials, which were supporting children's curiosity and imaginative play. A range of tactile opportunities supported children's sensory and schematic play, for example, sand, playdough and water play.

Children told us "I like splashing in the water", "I like building castles" and "we're making cakes with the playdough." Whilst toys and materials had improved we discussed where there was scope to further develop resources to support children's creativity. For example, adding further resources to playdough and creative areas.

Play experiences supported children's skills in language, literacy, and numeracy. Younger children enjoyed listening to stories and singing with staff, using song spoons to participate. Older children enjoyed using shapes to create patterns and recreate images from cue cards. The service should continue to add further resources to all areas to further support children's literacy and numeracy skills. We also discussed where the use of digital technology could be developed to deepen children's learning through play-based approaches.

Staff were developing their understanding of how children learn and develop. Training and collaboration with other professionals supported them to develop their confidence and knowledge. They were adopting a questioning approach to encourage and support children's play and learning experiences. We discussed where staff interactions could be further developed to support children's play and learning. For example, narrating and commenting during their interactions with children. Whilst staff were mostly responsive to children cues, there were missed opportunities where staff could have extended children's play and learning. Management should continue to monitor and support this through identified training and role modelling.

Planning approaches could be further developed to support children's play and learning. We discussed where staff should give further consideration to using observations to plan for play spaces, opportunities and interactions. This could help support children to reach their potential by providing challenging and meaningful experiences, which clearly reflect the learning taking place. We also discussed where responsive planning could be documented to reflect how staff have responded to children's interest to promote their learning. (See Area for Improvement 1).

Staff celebrated and shared children achievements and updates through online learning journals. Whilst we could see where some observations were capturing children's progression and development, this approach was not consistent. We discussed where observations for younger children could document children's progression which is individual and specific to their learning and development. (See Area for Improvement 1).

Areas for improvement

1.

To support children's learning and development, the provider should review planning approaches to ensure experiences are reflective of children's stage of development, interests and individual needs. This should include, but is not limited to, ensuring children's interest and ideas inform planned and responsive opportunities.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state 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 for my age and stage, which stimulate my natural curiosity, learning and creativity' (HSCS 2.27) and 'I experience high quality care and support based on relevant evidence, guidance and best practice' (HSCS 4.11).

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 benefitted from warm, consistent and nurturing approaches. Staff valued positive relationships with children and families, creating a welcoming environment. Children experienced interactions that were kind, caring and responsive to their needs. Staff engaged with children whilst sitting down at their level, helping children feel valued. Parents told us "staff are all very lovely and caring toward my child" and "all staff know my child always saying hello and smiling."

Transitions between home and nursery, and between playrooms were flexible and supportive. Staff worked with parents to understand children's preferences and needs. Settling in visits were flexible and tailored to children's individual needs. This helped children feel safe, secure and confident during any changes.

Children's dignity and rights were respected through warm, nurturing care. Staff consistently sought children's permission before changing nappies, helping with nose wiping or supporting with dressing. This respectful approach gave children a clear message that they were valued, helping to build trust and promote a strong sense of self-worth.

Mealtimes had been developed and were supporting children to be independent and promoted life skills. Older children were involved in setting the table and were confident when self-serving their lunches and pouring their water or milk. Babies, who were able to, were supported to feed themselves. We discussed where children within 2-3 room could have further opportunities to self-serve. Staff were knowledgeable about children allergies and routines. They positioned themselves well to provide appropriate supervision. We discussed where further consideration could be given to the quality at this time to further promote language development.

Water was accessible throughout the day for older children, which helped to ensure children stayed hydrated. We discussed where this could be further developed for younger children. The service had developed a snack station, where fruit was available for children throughout the day. The service could give consideration to adding a table nearby which would contribute towards children's safety and support infection prevention controls. We also asked the service to review how younger children could access small snacks between meals.

Personal plans were regularly reviewed with parents to help ensure they reflected children's current interest and stage of development. This was enhanced through the use of information cards within the baby room. However, we discussed the importance of ensuring these were kept up-to-date, to reflect children's current preferences. We also discussed where personal plans could be further developed to help ensure they are meaningful to children's individual needs and interests. This would include clear strategies, linked to wellbeing indicators, to support children's development. Parents told us "their keywords goes over the plan each term, then I see the pictures on the journal" and "staff always keep me informed with how my child is progressing in their learning and ask me what I would like my child's learning targets to be."

The service knew their children and families well and welcomed them into the foyer for informal discussion. However, parents were not entering the playroom. One parent told us they would like "a parent open day for an understanding of what they do while at nursery." The service should develop their approaches to include parents in the life of the setting. This would continue to strengthen connections and relationships.

What the service has done to meet any requirements we made at or since the last inspection

Requirements

Requirement 1

By 1 March 2025, the provider must ensure that all children receive care in a well ventilated space. To do this, the provider must, as a minimum ensure:

a) Playrooms are suitably ventilated.

This is to comply with Regulation 10 (2) (c) (Fitness of Premises) of the Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

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 5.19).

This requirement was made on 26 November 2024.

Action taken on previous requirement

The provider had taken measures to improve ventilation within the nursery. This included replacing some windows and removing grate covers which allowed windows to be open for fresh air. The provider had plans to continue to replace all windows, which would contribute towards a bright, well ventilated setting.

This requirement has therefore been met.

Met - within timescales

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 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: 'If I require intimate personal care, this is carried out in a dignified way, with my privacy and personal preferences respected.' (HSCS 1.4) and '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).

This area for improvement was made on 26 November 2024.

Action taken since then

The provider had installed a heater within the baby room changing area, which was helping to ensure the room was maintained at a comfortable temperature for children. The service had plans to install a window in this area which would further contribute towards ventilation.

This Area for Improvement has been Met.

Previous area for improvement 2

To help ensure children experience a clean, safe, well-maintained and stimulating environment, the provider should ensure improvements are made to the environment. This should include, but is not limited to, improving the décor and general maintenance.

This is to ensure care, play and learning is consistent with the Health and Social Care Standards (HSCS) which states that: '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 26 November 2024.

Action taken since then

The provider had made improvements within the setting to help ensure children experienced a clean and well maintained environment. This included installing new flooring throughout the nursery and painting playrooms to create a warm and welcoming environment for children.

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

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| Children experience high quality spaces | 4 - Good |
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| Playing, learning and developing | 4 - Good |
| Children are supported to achieve | 4 - Good |
| Nurturing care and support | 4 - Good |

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