

East Beach Nursery Day Care of Children

1 Queens Lane
Lossiemouth
IV31 6DR

Telephone: 01343 810 091

Type of inspection:
Unannounced

Completed on:
13 November 2025

Service provided by:
Torridon Education Group Ltd

Service provider number:
SP2003001914

Service no:
CS2014333482

About the service

East Beach Nursery is registered to provide a daycare of children service to a maximum of 40 children at any one time aged from two years to eight years. Of those 40, no more than 10 are aged two to under three years.

The service is in a residential area of the coastal town of Lossiemouth and is within walking distance of the beach, woodland and other amenities. The children are cared for in a large playroom and have access to a fully enclosed outdoor area, comprising of different play spaces. There were up to 24 children present during the inspection visits.

About the inspection

This was an unannounced inspection which took place on 12 and 13 November between 08:30 and 17:30. This inspection was carried out by one inspector from the Care Inspectorate.

To prepare for the inspection we reviewed information about this service. This included previous inspection findings, registration and complaints information, information submitted by the service and intelligence gathered throughout the inspection year.

To inform our evaluation we:

- spent time with children using the service and spoke to five of their parents/carers
- received seven completed questionnaires from staff and 10 from parents/carers
- spoke with staff and the management team
- assessed core assurances, including the physical environment
- observed practice and children's experiences
- 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.

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 benefitted from an ethos of continuous improvement which was promoted through processes of monitoring and auditing.
- Children were having fun and learning through their play experiences.
- Children's wellbeing was promoted through nurturing care and support.
- Changes to the layout and use of the main playroom space meant that all children could now access a wide variety of experiences and, for most of the day, choose to play outdoors.
- Staff deployment promoted opportunities for staff to support and extend children's learning through their interactions.

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 thrive and develop in quality spaces	5 - Very Good
Children play and learn	5 - Very 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.

A clear statement of the service's vision, values, and aims (VVA) was in place and shared with staff and families. The VVA had recently been reviewed in partnership with parents and families, ensuring it reflected what matters most in meeting children's and families' needs. The values were evident in daily practice and guided staff decision-making. Leaders actively promoted engagement with children and families to foster a culture of inclusion and continuous improvement, where people feel confident to contribute ideas and suggest changes.

Families had regular and varied opportunities to provide feedback, including informal discussions and structured processes. Parents reported feeling included in the development of the service and confident their views were valued. They commented, "[There are] regular opportunities to speak with the manager who is visible and approachable. Feel we would always have our opinions taken on board if we had them", and "We are asked for feedback on the reflection area and send back our thoughts". This feedback was used within the service's self-evaluation processes to inform change and drive improvements for children and families.

Quality assurance processes, including monitoring and audits, were underpinned by clear expectations that were communicated to staff. This ensured a shared understanding of what constituted good practice and supported consistency across the service. As a result, these processes contributed to improved practice and positive outcomes for children.

Quality assurance and self-evaluation processes informed a comprehensive improvement plan with clearly defined priorities and measurable outcomes. Timescales were included to ensure changes were implemented at an appropriate pace, enabling children to benefit promptly from improvements. Planned actions focused on enhancing children's play and learning experiences, which were identified as key outcomes. This approach supported staff to evaluate the impact of changes on children's engagement, learning, and development.

Leaders recognised that a stable and skilled staff team was essential to promoting the wellbeing of children and staff. Absences were covered by staff who were familiar to the service, supporting a consistent approach. Safe recruitment practices were followed in line with national guidance, ensuring children's safety. Families were kept informed of any staff changes, and there were opportunities for them to contribute to recruitment processes, supporting transparency and partnership working.

An induction process was in place to help staff develop confidence in their roles and responsibilities. This was informed by the national induction resource and included opportunities for reflection and discussion of learning. Staff reported feeling well supported by leaders and colleagues, with senior staff providing mentoring throughout the induction period. These processes contributed to a well-established and consistent team, promoting high-quality experiences and positive outcomes for children.

Children thrive and develop in quality spaces 5 - Very Good

Quality Indicator: Children experience high quality spaces

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 a welcoming environment equipped to meet their needs and reflect current interests. Since the last inspection, changes enabled children to access the full indoor area, providing ample space and choice in where and how they played. Children were supported to be independent, managing clothing and accessing resources, which promoted autonomy and interest-led play.

Staff recognised the importance of outdoor play for health and wellbeing. For most of the day, children could choose to play indoors or outdoors, promoting independence and choice. Outdoor resources supported physical activity, literacy, numeracy, and exploration of the natural environment.

Children's safety was promoted through staff's understanding and implementation of robust risk assessments. These detailed the benefits of risky play and mitigations to promote safety. Staff were confident in measures to reduce risks and communicated effectively to ensure children's whereabouts were always known. Children contributed to risk assessments and daily checks through initiatives like the "safe squirrel squad," helping them develop risk awareness and enjoy challenging play safely. The physical environment was secure, with additional measures implemented to reinforce door and gate security following fire service advice, ensuring compliance and safety.

Staff completed training in infection prevention and control (IPC) procedures, supporting a clear understanding of their role in maintaining a safe and hygienic environment. This included adherence to food hygiene standards and effective cleaning practices, ensuring children's health and wellbeing.

Staff observed children's use of spaces and discussed preferences, informing how areas and materials reflected their interests. Children were comfortable and confident, accessing resources independently or requesting items when needed. Staff also made adjustments to promote inclusion and accessibility, such as providing steps at sinks, toilets, and sand or water trays, enabling children to use these areas independently.

A wide variety of resources supported engagement and creativity, including real-life items for role play, open-ended materials, and creative resources for model making. During the visit, children enjoyed making firework displays outdoors using poles and spray bottles of coloured water, while indoors they created models from cartons and boxes. Sensory materials such as dough, sand, and water were also available, enabling experimentation and role play.

Positive links with the local community had been established. Children participated in community events and visited local beaches, parks, shops, and other amenities. Community groups and individuals were invited into the nursery to share stories and experiences. These opportunities helped children feel confident, included, and connected to their wider community.

Children's and families' personal information was stored securely and confidentially, in line with best practice and legal requirements. Efficient and effective record-keeping systems supported accurate and timely information management.

Children play and learn 5 - Very Good

Quality Indicator: Playing, learning and developing

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.

Staff demonstrated a strong understanding of children's developmental stages, which informed realistic expectations of learning. As a result, children received appropriate support and encouragement to progress in their activities.

Children experienced a variety of stimulating activities indoors and outdoors, including sensory, construction, imaginative, and creative play. Planned experiences were based on observations of children's interests, making them meaningful. Staff responded to children's cues and ideas, supporting them to extend play and providing opportunities to explore and investigate.

Children were engaged in planned and responsive activities, supported by skilled staff interactions. Staff participated in play, following children's lead and encouraging them to express ideas and preferences. Activities promoted language, literacy, and numeracy through books, mark-making, measuring, sorting, and counting, enhanced by staff naturally incorporating number and an exploration of language into conversations.

Most parents who responded to our request for feedback agreed that they were involved in their child's learning. They told us that communication about their child's learning experiences was good and that they were given ideas to support and engage their child at home. Children accessed areas in the local community such as parks, beaches, shops and green spaces as well as participating in community events. This promoted children to feel confident and connected.

Staff used interactions to support children's curiosity and expression of their ideas. They routinely spoke at children's level, and when appropriate, used Makaton, (a form of sign language), to enhance communication. Children were given time to respond, supporting communication and social skills. Staff gave children time and support to be independent or try out their ideas, promoting opportunities for them to learn at their own pace.

Activities were planned which promoted children's progression and reflected their interests. Staff were confident in their expectations of children's achievements and behaviour, making any necessary adjustments to ensure all children could access resources and be involved. Observations of children's experiences and learning were recorded to influence the planning. These were also shared with parents which supported parents' inclusion in children's learning. The use of the observations and staff knowledge of children enabled them to provide stimulating, challenging experiences which promoted children's learning and development.

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.

Staff knew children well and recognised the importance of secure attachments in promoting health and

wellbeing. Positive relationships with parents supported effective information sharing and a consistent approach to care.

The importance of positive transitions was recognised when children started nursery and throughout daily routines. Parents reported a flexible approach to settling-in visits based on individual needs. Children were given notice of changes within routines, supporting engagement and confidence. A visual timetable was available to help children understand what was happening during the day.

Where children required support with personal care, such as changing or toileting, this was delivered in ways that promoted privacy and dignity. A designated nappy-changing room was used, and staff interactions during these times supported children's comfort and confidence. Children's health was protected as staff followed current infection prevention and control (IPC) guidance for nappy changing.

Mealtimes were seen as a time for staff and children to share a relaxed sociable time while eating. Staff consistently sat with and focused on the children. This promoted children's safety and provided opportunities for staff to chat and encourage children to participate in discussions. There were opportunities for children to be independent, such as pouring their own drink and serving side dishes and snacks. Water was available to children throughout the day to support them in staying hydrated.

A consistency of care and routine was promoted as staff recognised the importance of this for children. This included having a stable staff team which promoted attachments and relationships.

Children were currently being supported to recognise and name emotions, supporting their awareness and understanding. They were encouraged to be considerate of their peers, through sharing and turn taking at appropriate stages. This supported them to build positive peer relationships.

Children's wellbeing was supported through effective personal planning. Information gathered from parents helped staff identify and meet needs. Wellbeing indicators were used to record and review strategies, ensuring a consistent approach. Children's understanding of these indicators was facilitated by the nursery in a range of ways. These included visits from the manager's dog "Achieving Alba", corresponding teddies, visuals and stickers. Positive relationships with parents enabled good communication when changes occurred. Information was regularly reviewed to remain current and relevant.

Staff demonstrated detailed knowledge of individual children, their preferences, and needs. They were aware of factors that could impact wellbeing and the support that could be offered. Where other agencies were involved, staff maintained links to promote information sharing and consistent strategies.

Parents were welcomed into the service to collect their child. Parents could arrange to stay and play with their child at a time that suited them. This promoted parents' awareness and inclusion in their child's care and learning. Links with home were supported through the use of photos displayed using a digital frame, family members visiting the service to share skills and experience and good communication. These approaches helped children and families feel respected and valued.

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 support children's wellbeing, play and learning, the provider should enable all children to have access to facilities, spaces and experiences that are appropriate for them.

To achieve this, the provider should ensure that, at a minimum:

a) children have choices about the spaces, experiences and resources they access, indoors and outdoors, and

b) children have access to appropriate facilities for personal care and rest.

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).

This area for improvement was made on 10 January 2025.

Action taken since then

Changes made since the last inspection meant that 2-5 year olds were all being cared for in the same area and this was supporting positive experiences and better staff deployment. Children were able to access a range of activities and choose to play inside or outdoors for most of the session.

Nappy changing was carried out in designated nappy changing room, promoting children's dignity and health.

A quiet area used as book corner had cushions, rugs etc to promote children's comfort and provide a place to rest. Sleep mats were used in this area should a child need to sleep.

This area for improvement has been met.

Previous area for improvement 2

To support the wellbeing and developmental needs of all children, the provider should review and make appropriate changes to staff deployment.

To achieve this, the provider should ensure that staff are deployed in a way that supports equitable, high-quality experiences and outcomes for children at all times.

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 meets my needs and is right for me' (HSCS 1.19).

This area for improvement was made on 10 January 2025.

Action taken since then

The changes made to the use of the space had supported better staff deployment. While they had agreed roles and duties staff were flexible to meet children's needs and provide support. This promoted equitable, high-quality experiences and outcomes 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

Leadership	5 - Very Good
Leadership and management of staff and resources	5 - Very Good
Children thrive and develop in quality spaces	5 - Very Good
Children experience high quality spaces	5 - Very Good
Children play and learn	5 - Very Good
Playing, learning and developing	5 - Very Good
Children are supported to achieve	5 - Very Good
Nurturing care and support	5 - Very Good

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