

Little Panda's Nursery Day Care of Children

53 Kilpatrick Drive
Erskine
PA8 7AF

Telephone: 01418 124 002

Type of inspection:
Unannounced

Completed on:
11 December 2025

Service provided by:
Kilpatrick Leisure Limited

Service provider number:
SP2020013569

Service no:
CS2020380809

About the service

Little Panda's Nursery is registered to provide a care service to a maximum of 160 children not yet attending primary school at any one time,

- of those 160 no more than 32 are aged under 2 years;
- no more than 45 are aged 2 years to under 3 years;
- no more than 83 are aged 3 years to those not yet attending primary school full time

2. Adult:child ratios will be a minimum of:

- Under 2 years - 1:3
- 2 years to under 3 years - 1:5
- 3 years and over - 1:8 if the children attend more than 4 hours per day, or
- 1:10 if the children attend for less than 4 hours per day.

The registered provider is Kilpatrick Leisure Limited and the service is in partnership with Renfrewshire Council to provide funded places for eligible children aged 2-5 years. The service is located in the Erskine area of Renfrewshire and operates from a purpose-built building. There is outdoor play space at the front and rear of the nursery. The service is close to transport routes and other amenities.

About the inspection

This was an unannounced inspection which took place on Tuesday 9 December and Wednesday 10 December 2025. This inspection was carried out by three inspectors 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:

- spoke/spent time with people using the service.
- received 53 completed questionnaires
- spoke with staff and the management team
- 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.

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 were observed to be happy, having fun and developing friendships.
- Management demonstrated a strong commitment and a clear vision.
- The management team had developed robust quality assurance processes.
- Children's wellbeing was supported through the thorough personal planning processes.
- The service recognised, learned from and were building upon the strengths of their families.
- Children benefited from a variety of experiences and resources, and some were supporting and developing children's curiosity, creativity, sensory exploration, and imaginative play.
- In some areas of the setting, the quality of interactions and responsiveness to children's needs was less consistent.
- Access to outdoor play for all children should be improved to support children's choice, enhance children's autonomy and support their physical wellbeing.
- Planning for children under three would benefit from further development.

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.

Management demonstrated strong commitment and a clear vision, of a nurturing, inclusive and stimulating environment where every child is respected as a unique individual and empowered to thrive. The service was committed to upholding children's rights ensuring their voices are heard through fostering strong partnership with families and external agencies to support each child's holistic development. Parents told us:

'The management team is excellent.'

'The list is endless in the nursery's helpful attitude, and I cannot express enough of how happy I am with the care that they carry out.'

The service was guided by their core values for example, respect, inclusion and child centred approach, these principles were embedded in daily practice and shaped the experiences of children, families, and staff. The team strive to meet all children's individual needs which resulted in happy children. Staff described feeling well supported by management and the providers and were confident in sharing ideas. To further strengthen the shared vision and maintain high standards, management should continue to involve and gather feedback from children, families and staff.

The management team had developed robust quality assurance processes, along with a quality assurance calendar. This highlighted various tasks that were to be undertaken throughout the year this included monitoring, data gathering, and incorporated agreed standards and expectations that all staff understood. This was underpinned through the very robust audits that were carried out as part of the service's quality assurances process. This supported reflection and continuous improvement, driving positive change. We found there was a shared self-evaluation approach which was embedded, enabling staff to confidently share ideas and monitor each other's practice and the quality of children's experiences. As a result, sustainable change was achieved through an appropriate pace of change.

Through discussions with the manager, we could see the vision she had for taking the service forward and the priorities identified. For example, developing literacy, numeracy, health and wellbeing. We discussed with management that the improvement plan and the standards and quality report did not reflect the service's under three-year-old provision.

We would ask management to review the plan for the coming year to ensure all age ranges are acknowledged, identifying key priorities, improvements and outcomes while reflecting children, staff and parents' views and voice. This will support the manager to implement and bring about continued positive change and will support more effective planning, monitoring, and evaluation, ensuring that priorities for all age groups are clearly embedded within the overall improvement strategy.

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 mentoring opportunities supported staff to understand national policy and best practice.

Children play and learn 4 – Good

Quality Indicator – Play 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 observed to be happy, having fun and engaging in their play, along with their peers. Children interacted and played well together, developing friendships, playing cooperatively and were able to lead their own learning, with staff offering some appropriate support when needed. Parents told us:

'Little Pandas offers a safe and nurturing environment for my child who enjoys her time with both her teachers and peers.'

'My child is given opportunities to learn and play in a range of different ways as well as enjoy extra activities such as Spanish and Football.'

'Our child loves learning and has lots of opportunities to work on sounds, letters and numbers and take part in fun activities in nursery. The nursery staff know her/him well and support her/his wellbeing and relationships with them and her/his peers.'

Children's voices and contributions were clearly visible within planning and documentation. Plans aligned well with Realising the Ambition and the Curriculum for Excellence. Children were involved in identifying goals and reflecting on their progress, promoting ownership of their learning. Parents and carers were actively engaged in planning and assessment, contributing insights to enhance understanding of each child's learning journey. Regular updates were shared, and successes were celebrated, helping to strengthen positive partnerships with families. Parents told us:

'All staff are warm and welcoming; my child's playroom is bright and stimulating for the children displaying their own artwork.'

'Communication is fantastic from the nursery either through the Family app or phone calls.'

'The building is always clean and tidy.'

Assessments captured a broad view of each child's learning journey. Individual targets were reviewed termly based on focused observations, and children's achievements were recognised and celebrated, for example, "Panda of the Week," Proud Cloud, and SHANARRI medals. Renfrewshire council's tracking toolkit was used to monitor children's progress in literacy and numeracy, helping staff identify next steps and plan effectively. Continuing this responsive approach, alongside consideration of intentional learning experiences, will support children to develop a wide range of knowledge, understanding, and skills for life and learning.

Planning approaches were generally effective, being flexible and responsive to children's interests and needs, for example, using loose parts to create skeleton pictures and body parts following a conversation. Detailed observations were captured through floor books and the family app, providing useful insight into children's learning. Most children were motivated and engaged by the range of play and learning experiences on offer. To further strengthen this process, evaluations of children's learning could be added, along with more opportunities to include parents' voices, to help ensure clear progression for individual children.

Planning for children under three would benefit from further development. Some observed targets were not age or stage appropriate, for example, specific numeracy and literacy targets. Planning should be tailored to the role of the adult, ensuring that children experience age and stage appropriate opportunities that support holistic development. On day two of the inspection, we observed more appropriate sensory-led play, which highlighted the positive impact of developmentally suitable experiences. This meant that children were engaged, happy and having fun.

Staff were effectively using the Pre-Birth to Three trackers to monitor developmental progress, updating them regularly and planning next steps in partnership with parents. This collaborative approach will further support continuity of learning and ensure that planning reflects each child's individual needs and developmental stage.

Children benefited from a variety of experiences and resources, and some were supporting and developing children's curiosity, creativity, sensory exploration, and imaginative play. However, in some areas of the setting, the quality of interactions and responsiveness to children's needs was less consistent. At times, staff interactions became more task focused, particularly during mealtimes. We observed missed opportunities for meaningful interactions, which impacted the quality of children's play and learning experiences. Opportunities to extend children's play and learning was not always taken, and some children experienced periods without meaningful interaction.

We discussed with management that staff would benefit from further support and training to strengthen their observation, engagement and understanding of child development and theory. This would ensure all children experience consistent high-quality interactions that promote their learning and development. (See area for improvement 1)

Outdoor play opportunities were available and provided children with experiences that support physical development. Staff provided appropriate supervision and encouragement, helping children to safely challenge themselves and build physical skills, problem-solving abilities, and teamwork. However, access to outdoor play was not consistent and children were not always able to choose when to go outside. Increasing regular, flexible opportunities for outdoor play would enhance children's autonomy, support their physical wellbeing, and allow them to benefit fully from the learning experiences that outdoor environments can offer.

Areas for improvement

1. To support high-quality play and learning, the provider should ensure staff access and apply relevant training. This should include, but not be limited to, deepening practitioners understanding of child development, theory, and practice including a focus on children's developmental stages and how to provide and develop quality provocations and experiences.

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 to my age and stage, which stimulate my natural curiosity, learning and creativity' (HSCS 2.27) and 'My care and support meets my needs and is right for me' (HSCS 1.19).

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, nurturing care from staff who knew them very well and responded to their individual needs. Staff interactions were kind and respectful, promoting a strong sense of security and belonging. Parents told us:

'The nursery has friendly staff who make my child feel safe, open communication between parents and nursery.'

'Another thing I love about the nursery is the family app. I can see very easily from my phone what my child has been up to, how much they have eaten and any nap times. The nursery does an exceptional job at keeping me up to date and always welcomes us every time we are there with a smile. Can't thank them enough.'

The service offered a variety of opportunities for families to be involved in the life of the setting including stay and play sessions, outdoor activities, walks, book bug session, Christmas show, family days, and individual personal plan meetings. We found the service recognised, learned from and were building upon the strengths that families brought enabling them to be involved and support children to grow.

Children's wellbeing was supported through the very thorough personal planning processes that were in place. Plans contained relevant and up to-date information about each child, including details of medical conditions and the involvement of other professionals. As a result, staff had a clear understanding of children's individual needs and could respond appropriately. Personal plans were reviewed regularly to ensure they reflected children's current health, welfare and safety needs.

Observations confirmed that staff knew the children well, and the keyworker system in place was both supportive and effective. Staff shared details of the robust transition procedures and how these were adapted to meet individual needs. Transition booklets were provided to children and families to aid the process, and some information was translated to ensure inclusivity for all families. These approaches demonstrate a strong commitment to a smooth, personalised transitions.

Risk assessments and individual support plans had been developed for children who required additional support. Families were consulted and involved in the decision-making processes about their child's support. The service was working well with relevant agencies for example, heath visitors, and educational visitors. This was supporting the service to deliver positive outcomes for children and families.

The use of the 'Family App' enabled staff to actively engage parents, inviting them to share in their child's learning journey. The posts reviewed included photographs, detailed information about experiences, and clear links to progression and next steps in children's play and learning. These posts are well-aligned with Curriculum for Excellence (CFE), Pre-Birth to Three guidance, and Children's Rights. Parents were frequently 'liking' or commenting and often sharing ideas on how they will extend learning at home. We have suggested that parents' comments be printed alongside the posts, as this will provide visible evidence of

parental engagement and demonstrate the strong home-setting partnership in supporting children's learning. Parents told us:

'The friendly staff and how welcoming they are for each, and every child is the best thing about Little Pandas.'

'The fact that most of the staff know each child (even from different age groups) by name makes it feel like you are dropping your child at an extension of the family for the day, not a nursery.'

'The staff truly care for the children, knowing their likes/dislikes and they listen to and address any concerns and really keep you updated throughout the day.'

'The updates you receive through the app on your child's day, along with the development and progress to meet their current or next targets.'

Staff demonstrated a strong understanding of children's needs and responded with sensitivity and care. Children's health needs were well supported by staff who demonstrated a clear understanding of their role in promoting individual medical requirements. Some staff have undertaken additional training to support children with complex needs. We reviewed the policy, processes, and procedures in place and were satisfied that the storage arrangements and permissions for administering medication are robust and compliant with best practice guidance.

Most staff ensured personal care was delivered with dignity and respect by staff who knew children well. Most staff sought children's permission before assisting them with care to support individual routines. This sensitive approach enhanced children's emotional security.

Most children benefitted from mealtime routines that were a calm, unhurried experience to meet the individual needs of children. Most staff were attentive in their approach, encouraging children to join the lunch routine in a respectful and supportive manner.

We observed some staff sitting with children, engaging in conversations, and modelling positive social behaviours, which contributed to an inclusive experience. Management and staff should now consider the spaces used at mealtimes and consider ways to further support children's involvement in the planning and preparation to fully encourage independence through self-serving and accessing their own plates, cups, and cutlery.

Children were supported to sleep at a time that was suitable to their needs or requested by parents, individual, cots, mats, sleep sheets, and comforters were provided in an environment that was supporting children to rest and relax. We found this supported children's emotional security, safety, and wellbeing.

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 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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