

Bonnypark Early Learning and Childcare Centre

Day Care of Children

Wellpark Terrace
Bonnybridge
FK4 1LR

Telephone: 01324 503 162

Type of inspection:
Unannounced

Completed on:
14 January 2026

Service provided by:
Falkirk Council

Service provider number:
SP2004006884

Service no:
CS2003043621

About the service

Bonnypark Early Learning and Childcare Centre is a daycare of children service which is provided by Falkirk Council and is situated in Bonnybridge, Falkirk. The service is registered to provide a care service to a maximum 98 children aged birth to those not yet attending primary school of whom no more than 12 are aged under two years.

Children aged under three years benefit from a separate playroom whilst older children enjoy free flow opportunities between multiple open plan playrooms. All children have direct access to the fully enclosed and secure outdoor area. A communal dining space offers all children a calm and welcoming environment to enjoy meals and snacks.

About the inspection

This was an unannounced inspection which took place on 13 January 2026 between 08:45 and 16:15 and 14 January 2026 between 08:30 and 13:15. This 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 and complaints information, information submitted by the service and intelligence gathered throughout the inspection year.

To inform our evaluation we:

- spent time with children and spoke to five of their family members
- received 16 completed questionnaires from families and five from staff
- spoke with staff and the management team
- assessed core assurances, including the physical environment
- observed practice and daily life
- reviewed documents
- spoke with visiting professionals.

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 experienced warm, consistent and responsive care that supported their overall wellbeing.
- Transitions were carefully planned to ensure children felt safe, secure and confident.
- Children were happy, engaged and enjoying their learning.
- Effective questioning supported children to extend their thinking.
- Staff had a very good understanding of how children develop and learn.
- Positive, trusting relationships with children and their families contributed to positive outcomes for children.

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	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

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.

Leadership and management of staff and resources

The vision, values and aims of the service were clearly embedded and consistently reflected in the nurturing, responsive and inclusive interactions observed throughout the inspection. The leadership team consulted children, families and staff in a variety of ways, including the review of the service's Curriculum Rationale. This created a positive culture where people felt confident contributing to well informed change and demonstrated the service's high aspirations for children and families.

There was a well-established and embedded ethos of continuous improvement that prioritised high quality care and learning. Staff training and professional development opportunities were closely aligned with improvement priorities and the individual needs of children. Both staff and the senior leadership team demonstrated a very reflective approach and strong commitment to achieving positive outcomes for children.

Improvement planning had recently been reviewed, resulting in a more manageable system for staff. Leaders effectively used data gathered to drive change at an appropriate pace that was both meaningful and sustainable.

Well considered and purposeful self-evaluation ensured high quality care and learning was tailored to children and family's needs. The senior leadership team had reviewed ways in which feedback from staff and families was gathered. Introducing more informal methods, such as post-it notes, had increased participation and was supporting continuous improvement.

Quality assurance processes were robust, with timely audits and peer moderation activities, such as use of "critical friend/colleague" approaches. These systems supported meaningful reflection, highlighted areas for review, and led to informed actions that resulted in measurable improvements.

Staff recruitment and retention was recognised as essential to the wellbeing of children and staff. Effective induction and mentoring processes supported staff to settle quickly and confidently into their roles. Staff valued having a dedicated mentor without restrictive timeframes. This approach contributed to their confidence and competence, which enabled them to quickly meet the needs of children and families.

Children play and learn 5 – Very Good

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.

Playing, learning and developing

Children were busy, happy and immersed in their play. Staff across the setting demonstrated a strong understanding of how children develop, learn and progress, and responded sensitively to children's interests and needs. Through thoughtful questioning, staff encouraged children to think more deeply and wonder aloud. They also recognised and celebrated achievements, such as progress in mark making. As a result, children were confident, engaged and enjoying their learning.

Children's language and literacy development was very well supported. Staff effectively built on input from other professionals and continued this work within the setting. By positioning themselves at children's level, they encouraged communication and provided rich opportunities for learning through singing, stories and early literacy experiences.

The skilled staff team knew children very well. They demonstrated a very good understanding of when children required support and when it was appropriate to step back and observe, allowing learning to unfold naturally. Staff considered the pace of the day and took their lead from children. This thoughtful and responsive approach effectively promoted children's independence and encouraged exploration and discovery within a child led environment.

Well considered and high-quality observations of children's play, interests and individual needs informed both responsive and intentional planning. This ensured staff provided meaningful and developmentally appropriate play and learning experiences. Tools such as mind maps, preference magnets, and simple thumbs up or thumbs down gave children accessible and inclusive ways to share their views and shape their learning.

Tracking and assessment systems had been effectively reviewed and strengthened. Staff worked together in small groups and agreed decisions, helping everyone get a clear and well-rounded understanding of each child's needs and next steps.

Appropriate interventions were consistently identified and implemented, and staff reported that this approach was supporting positive outcomes. Strong relationships with other professional colleagues further enhanced practice and informed planning for individual children. This multi-agency approach strengthened outcomes and built confidence among staff. Several professionals who worked regularly with the service also shared highly positive feedback. One commented, "Families of children are met with compassion and high levels of respect." Another told us that working with the staff team to support children and families, "feels like a real partnership."

Children are supported to achieve 5 - Very Good

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.

Nurturing care and support

Children across the setting experienced warm, consistent and responsive care that supported their emotional and physical wellbeing. Care routines met children's individual needs and were delivered with kindness and compassion. Children were warmly welcomed as they arrived at the setting. Staff consulted them in a kind and respectful way by offering choices such as hand holding or a cuddle if they appeared hesitant or unsure.

Staff were skilled at interpreting both verbal and non verbal communication and responded sensitively to children's cues. Daily routines, including mealtimes and rest periods, were thoughtfully viewed as valuable opportunities to promote independence, connection and emotional regulation.

Mealtimes were very well organised and continually reviewed to ensure a high quality experience for all children. Practices promoted self-help skills through self-selection, and interactions were nurturing and responsive. Staff sat with children, modelling positive behaviours and supporting social, relaxed and

enjoyable mealtime experiences. Approaches such as a rolling lunch and snack times contributed to a calm, unhurried and welcoming environment.

Children's overall wellbeing was strongly supported through effective personal planning. These plans provided a clear and holistic picture of each child, reflecting their strengths, interests and any required support. Plans were child-centred and co-created with children and their families. Parents told us their views were actively sought and that they felt meaningfully involved in shaping their child's plan. Meetings were arranged at times that suited families, demonstrating thoughtful and inclusive practice. This approach ensured children's rights were upheld, and both they and their families felt respected and valued.

Transitions within the setting and between services were carefully planned to ensure continuity, security and a sense of belonging. For example, extended transitional arrangements were used effectively for individuals when required. Most families shared positive feedback, highlighting how hard staff worked to build meaningful relationships.

Strong, trusting relationships with families were evident and contributed to positive outcomes for children. Feedback from families and observations during the inspection showed most families felt relaxed entering the setting and engaged comfortably with staff, occasionally joining in with activities. Staff created a welcoming, inclusive environment that valued family contribution. Families told us that staff were "friendly, approachable and welcoming." One family shared how staff, "make you feel at ease and they go above and beyond to make sure your child is well looked after."

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	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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