

Cherry Tree Nursery Day Care of Children

2 Lainshaw Drive
Glasgow
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Telephone: 01416341055

Type of inspection:
Unannounced

Completed on:
15 January 2026

Service provided by:
Cherrytree Glasgow Ltd

Service provider number:
SP2023000068

Service no:
CS2023000093

About the service

Cherry Tree Nursery is a private nursery provided by Cherry Tree Glasgow Ltd. The nursery is registered to provide a care service to a maximum of 82 children not yet attending primary school at any one time. At the time of inspection 54 children were in attendance.

The service is located in the south of Glasgow close to local amenities such as shops, parks and schools. Children were cared for in 4 playrooms and had access to spacious outdoor areas and a woodland area.

About the inspection

This was an unannounced inspection which took place on Wednesday 14 and Thursday 15 January 2026. 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
- spoke with staff and management
- observed practice and daily life
- reviewed documents
- received electronic feedback from 17 parents/carers

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 the following aspects:

- Staff deployment
- Safety of 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.

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.

Key messages

- Children were happy, settled and confident in the service.
- Kind and nurturing interactions from staff helped children feel welcome and supported positive relationships.
- Effective communication systems were in place to ensure key information was shared with relevant staff and families ahead of room transitions.
- Staff were active and engaged in the service improvement journey.
- Children had a voice in their play, care and learning and this was reflective of the experiences that were provided.
- A more robust auditing and monitoring approach would support staff to meet children's 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	4 - 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 4 – Good

Quality indicator: Leadership of management and resources

We evaluated this quality indicator as good, where several strengths impacted positively on outcomes for children, and clearly outweighed the areas for improvement.

The service's vision, values, and aims were aligned with the overall ethos of the setting, and were embedded in everyday practice. Children and staff had a meaningful role in creating these statements. This collaborative approach ensured that the interests, wellbeing, and experiences of the children remained at the centre.

An improvement plan was in place, created in partnership with staff, which effectively guided ongoing development and reflected the needs of the service. Staff were meaningfully involved in shaping specific priorities, and each room had its own targeted action plan to support continuous improvement. We observed progress across several areas, including enhanced family engagement initiatives and further staff training designed to support the developing needs of children.

Self-evaluation processes were established, and supported improvements throughout the service. Time was taken to reflect on practice, assess priorities, and consider an appropriate and manageable pace of change. For example, adjustments to the lunch routine for older children were introduced gradually to ensure the final approach best met the needs of the children. Staff, families, and children were all meaningfully involved in self-evaluation, with their views and ideas shaping developments. One parent told us, 'My child and I are involved in a meaningful way to help develop the nursery. Staff actively seek feedback from parents and value children's ideas.' Older children's contributions were regularly used to plan resources and experiences. We discussed with management that increasing feedback to families and children would further strengthen their sense of involvement in ongoing improvements.

Auditing and monitoring processes supported the service's overall quality assurance framework. This included regular checks of accidents and incidents, medication procedures, and personal plans. A quality assurance calendar helped the management team to review key aspects of the service and monitor staff practice on a regular basis. We discussed with management that implementing a more robust and detailed auditing system would help identify issues or gaps more efficiently, particularly regarding updates required for medication documentation and personal plans.

We reviewed the service's recruitment processes, and found that staff were recruited safely and appropriately. An induction programme was in place to support new staff, and each member of new staff was allocated a mentor to help them settle into the service. Staff told us that having a mentor helped them understand their roles, responsibilities, and expectations more clearly. We discussed with management that using the National Induction Resource would further strengthen this process by supporting staff to develop their understanding, and to reflect regularly on their practice.

Staff skills, knowledge, values and deployment

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 were skilled, professional, and demonstrated a confident and well developed understanding of how children learn and develop. They worked collaboratively as a cohesive team, supporting one another and communicating effectively to ensure that children's needs were consistently met. Effective deployment ensured that staffing levels were appropriate and that children's individual needs were responded to in a timely and supportive manner.

Staff had engaged in a range of meaningful training and professional development opportunities. This included trauma informed practice, additional support needs, and first aid. These learning opportunities were aligned to staff members' individual development needs as well as the priorities identified within the service improvement plan. Staff were reflective practitioners, and considered the impact of their learning on their work with children. One staff member told us, 'My training has helped me understand children's needs better and given me new ideas for supporting their play and learning. It has made me more confident in my role and helped me respond to children in a more positive and effective way.'

There was an effective mix of staff skills and experience across the team, and staff achievements were acknowledged and celebrated. Staff held a range of responsibilities, including champion roles such as outdoors, health and wellbeing, apprentice support, and additional support needs. Staff spoke positively about these responsibilities, and were confident and enthusiastic when discussing their ideas and plans, including for example the development of the outdoor forest area.

When agency staff were required, the service aimed to ensure continuity by requesting the same individuals, supporting children to feel secure with familiar adults. Regular staff meetings provided opportunities for the team to reflect on practice, discuss strategies to support children, and plan next steps. Annual appraisals enabled staff to reflect on their strengths, identify training and development needs, and set achievable targets to support their ongoing professional growth.

Children play and learn 4 – Good

Quality indicator: Play learning and development

We evaluated this quality indicator as good where several strengths impacted positively on outcomes for children and clearly outweighed the areas for improvement.

Children were seen to be enjoying themselves and were fully engaged in their play. They participated in activities for extended periods, both alongside others and on their own. Younger children made use of wheeled toys outdoors, which supported their physical development and movement, while also creating opportunities to develop early numeracy skills through counting. Older children were able to nurture their creativity, curiosity, and fine motor skills when using real knives to cut food, building construction, and experimenting with playdough.

The rhythm and structure of the day upheld children's right to play. They were encouraged to take part in group experiences such as construction-based activities, games, and using real knives to cut food. We spoke with management about how allowing children's play to continue while some children went for lunch

would help play come to a more natural conclusion and further promote children's right to uninterrupted play.

Children's play and learning were enhanced by quality, thoughtfully presented experiences that inspired curiosity and imagination. Examples included the home corner filled with real-life materials, an inviting construction area, a cosy book corner, and a table featuring natural loose parts. One child shared, "I like going to nursery because it is fun and I get to play with my friends. I enjoy the games, crafts, and outdoor play. The staff are friendly and make me feel happy."

Children were given meaningful opportunities to lead their own play and make choices, including deciding when to go outdoors. Staff regularly invited children to spend time outside, and older children had additional access to a forest area that was in the early stages of development. Consistent outdoor play supported children's overall health and wellbeing.

Planning approaches were centred around children and reflected their interests and stages of development. Older children experienced a blend of planned and responsive opportunities that met their needs and promoted their engagement. Planning clearly linked to national curriculums to support children's learning and progression.

Management told us they were in the process of reviewing planning for children under three to strengthen responsive and intentional approaches to organising experiences. This would enable staff to evaluate children's experiences more effectively and support their development, progression, and learning.

Staff were responsible for planning for specific areas in the room for older children. Children contributed to this and helped to choose how the areas were resourced and the experiences taking place. This supported them to lead their own play and learning.

Online learning journals shared information with parents and carers of children's learning and skills. This supported learning to continue at home. Some observations evidenced children's progress well, were linked to curriculum frameworks, and next steps for learning were identified. However, the approach to the recording of observations was inconsistent. Some observations did not capture children's skills as effectively, and lacked meaningful next steps for developing children's learning and development. Trackers were in place to monitor and record progress made, and supported staff with planning for children for continued progression and learning.

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 demonstrated a warm, kind, and nurturing manner in their interactions with children. They understood each child well and were consistently attentive to their needs, offering comfort and cuddles whenever required. One parent shared, "I really appreciate how friendly, welcoming, and caring the staff are. They help my child feel safe, supported, and valued every single day."

Children appeared happy and confident within their environments, having formed friendships that

contributed positively to their growth and development. Staff were considerate when carrying out personal care tasks, such as wiping faces or cleaning noses, ensuring that children's dignity and privacy were fully respected.

Mealtimes provided valuable opportunities for children to develop life skills and independence through activities such as self serving and, for older children, choosing the lunch sitting they preferred. These times were calm, sociable, and unhurried, encouraging rich conversation among children and staff. Staff joined children at the table to promote social interaction and ensure everyone's safety. They remained mindful of children's dietary needs, all of which were appropriately supported.

Staff planned transitions collaboratively with parents and carers. They used established communication systems to share essential information with key staff before transitions took place, helping ensure continuity in children's care, play, and learning. Transitions were adapted and personalised to support each child and family's individual needs, promoting children's overall wellbeing.

Personal plans were created in partnership with families, and were reviewed regularly. These plans were relevant to children's current needs, and were updated as those needs changed over time. However, some inconsistencies were noted within and between plans. While several plans contained meaningful targets, goals, and clearly defined next steps, others remained more general. Strategies for children requiring additional support had been identified. We discussed with management that plans could be further strengthened by including more specific strategies and measurable targets to support all children's development and progress.

The service had placed a strong emphasis on promoting safety with children, and there was clear, effective understanding, and use of Safe Inspect Monitor Observe Act (SIMOA). SIMOA is a child safety campaign to protect young children. Children spoke enthusiastically about the rules for outdoor play, and took part in completing their own outdoor risk assessments. Activities were designed to build their awareness of risk and understanding of how to keep themselves safe, such as cutting real food and carrying out daily outdoor safety checks.

Families were warmly welcomed into the service, helping to build trusting relationships and fostering a meaningful sense of belonging. The service had introduced home link initiatives across playrooms, including a lending library, story bags, and caring for baby bags. These supported continued learning at home, and further strengthened relationships and connection between families and the service.

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 health, safety and wellbeing, child protection recording and reporting procedures should be updated to meet best practice guidance.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

"My future care and support needs are anticipated as part of my assessment" (HSCS 1.14).

This area for improvement was made on 25 February 2025.

Action taken since then

When assessing this area for improvement we found that chronologies for child protection concerns were in place. All concerns regarding children were reported and recorded in line with best practice. This supported children's safety and wellbeing.

This area for improvement has been met.

Previous area for improvement 2

To support children's care, play and learning, management and staff should ensure that children's right to play is supported by them being able to choose when to access the indoor and outdoor environments.

This is to ensure the service complies with the Health and Social Care Standards (HSCS) which state:

"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).

This area for improvement was made on 25 February 2025.

Action taken since then

When assessing this area for improvement we found that children had the opportunity to choose when to play outdoors and indoors. Staff used radios to communicate when children want to move between indoors and outdoors. Staff offered children the opportunity to play outdoors and staff moved area to support more

children to play outdoors when needed. This supported children's right to play and to choose when and where to play.

This area for improvement has been met.

Previous area for improvement 3

To support children's care and development, as part of the quality assurance procedures the manager, in partnership with parents, staff and children, should continually audit and review children's records, particularly personal plans.

This is to ensure the service complies with the Health and Social Care Standards (HSCS) which state:

"I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes." (HSCS 4.19).

This area for improvement was made on 25 February 2025.

Action taken since then

When assessing this area for improvement we found that personal plans were in place for all children and were regularly reviewed and updated by staff and parents. Auditing and monitoring systems were in place to review personal plans. More robust approach to auditing would support service to identify any gaps in plans and support staff to meet children's needs.

This area for improvement has been met.

Previous area for improvement 4

To support children's wellbeing, learning and development, the provider should identify and access suitable training and development for staff, particularly in regard to supporting children with additional support needs and trauma informed practice. The provider must ensure staff are trained, competent, skilled and able to reflect on their practice.

This is to ensure the service complies with the Health and Social Care Standards (HSCS) which state:

"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 25 February 2025.

Action taken since then

When assessing this area for improvement we found that staff had attended a variety of training to develop their skills and practice. This included training in additional support needs and trauma informed practice

Inspection report

and therapeutic play. Staff reflected on the impact the training had on them and their practice. This supported staff to understand and meet children's needs.

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	4 - Good
Leadership and management of staff and resources	4 - Good
Staff skills, knowledge, values and deployment	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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