

Bloomfield Childcare Lochgilphead Day Care of Children

Badden Farm Nursery Badden Farm
lochgilphead
Lochgilphead
PA31 8SF

Telephone: 01546600072

Type of inspection:
Unannounced

Completed on:
16 January 2026

Service provided by:
Beaufort Kibble Childcare (Bearsden)
Ltd

Service provider number:
SP2025000026

Service no:
CS2025000198

About the service

This service registered with the Care Inspectorate on 25 April 2025. The service provider is Beaufort Kibble Childcare (Bearsden) Ltd. The service operates from a building in Lochgilphead, Argyll.

The conditions of registration include to provide a care service to a maximum of 58 children not yet attending primary school at any one time - no more than 9 are aged under 2 years; - no more than 13 are aged 2 years to under 3 years and; - no more than 36 are aged 3 years to those not yet attending primary school full time.

At the time of inspection there were 32 children registered, 22 were present during the inspection.

About the inspection

This was an unannounced inspection, carried out by two early learning and childcare inspectors, which took place on 14, 15 and 16 January 2026. To prepare for the inspection we reviewed information about the service. This included previous inspection findings, registration information, information submitted by the service and any intelligence gathered. In making our evaluations of the service we:

- Observed 22 children in practice.
- Spoke with children using the service.
- Reviewed documents.
- Collected survey feedback from parents.
- Assessed core assurances, including the physical environment.
- Spoke with the staff and management.

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.

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

- Children in all playrooms enjoyed free flowing access to a secure garden area.
- Recruitment continued to be a challenge for the setting, but management were proactive in their efforts to address this.
- Children enjoyed trips within the local area and opportunities to engage with a range of animals at the local farm.
- Management and staff were continuing to develop their self evaluation and quality assurance processes to ensure they could effectively monitor practice and identify areas for improvement to support positive outcomes for children and families.
- Children were having fun engaging in a wide range of play and learning resources both indoors and outdoors.
- Staff were continuing to develop their engagement skills and were committed to their ongoing professional 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	4 - Good
Children thrive and develop in quality spaces	4 - Good
Children play and learn	3 - Satisfactory / Adequate
Children are supported to achieve	3 - Satisfactory / Adequate

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.

There had been a few staff vacancies at the time of inspection, including the post of head of centre. Recruitment challenges had continued to impact the service; however, the provider had increased their on-site presence and appointed a cluster manager to assume the role of registered manager until the recruitment process was successful.

An audit of staff employment files demonstrated that a robust recruitment and monitoring system was in place. Each staff member had appropriate references, PVG checks, and SSSC (Scottish Social Services Council) registration status recorded and monitored. The acting manager had also been using their own and the national induction resources, demonstrating that safe recruitment procedures were being followed, staff suitability was consistently monitored, and new staff were supported through a structured and comprehensive induction process.

Staff had completed a range of online and in person training, including food hygiene, first aid, and infection prevention and control. This ensured staff had the core knowledge and skills needed to keep children safe, respond effectively in emergencies, and maintain high standards of health, safety, and wellbeing within the setting.

Staff reported that they felt able to approach management for support regarding their wellbeing or to raise any concerns. Feedback indicated that staff were positive about the progress of the service and were enthusiastic about continuing with improvements, recognising the positive impact that changes to date had already had on outcomes for children.

The setting had recently introduced the 9C approach (Credibility, Communication, Competence, Commitment, Collusion, Contribution, Congruence, Capacity, and Culture) to support its visions, values, and aims. Staff had created wall displays to help gather evidence of how these values were being embedded across the setting. This included positive examples of how communication was being strengthened between staff, children, and parents. We observed a staff team who were keen to drive improvement and who communicated effectively with one another to meet the needs of the children. This demonstrated a growing culture of professionalism, shared responsibility, and capacity for continuous improvement within the service.

Staff supervision sessions had taken place, with feedback recorded on practitioners' engagement with children and their professional skills. We suggested that these records would benefit from being linked to individual professional development plans. This would help to further support staff in their ongoing reflective practice and track progress against identified areas for improvement.

A quality assurance calendar was in place, and the management team were in the process of embedding this across the setting. For example, audits of accidents and incidents were being completed, and an ongoing programme of improvements to resources and facilities was evident. Going forward, establishing a robust and systematic process for reviewing and updating policies in line with best practice guidance would support continuous improvement across the service.

Self evaluation was at an early stage of implementation. For example, regular team meetings were used to reflect on aspects of the service, and staff had begun to engage in discussions about service goals and identifying areas requiring development. We suggested that the management and staff implement the quality indicators from the "Quality improvement framework for the early learning and childcare sectors" directly into staff meeting discussions. This would further support the development of a robust and comprehensive self evaluation process covering all aspects of practice. See area for improvement one

The improvement plan identified the need for the service to adopt more integrated approaches to embedding and evidencing children's rights, including but not limited to strengthening the children's voice. During the inspection, we observed examples of a children's rights based approach developing, such as gathering children's views on their environment and respecting their choices and dignity during personal care routines. This included the upgrading of changing facilities to support improved infection prevention and control measures and promote children's dignity. Children were included in decisions about room décor and resource changes, increasing children's sense of belonging to the setting.

Areas for improvement

1. To ensure the service is engaging in a robust self evaluation process, the provider should ensure the setting has developed and implemented a systematic approach to self evaluation. This should include clear methods for gathering feedback, analysing practice, and identifying strengths and areas for improvement. Self evaluation should inform measurable improvement plans leading to continuous and demonstrable improvement in outcomes for children and families.

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

"I receive high quality care and support because people have the necessary information and resources" (HSCS 4.1).

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.

The indoor playrooms were warm, welcoming, clean, and well ventilated. Resources were safely stored and well maintained, with regular checks carried out by staff. Each playroom provided spaces for children to rest and sleep. The baby room had access to a sensory room, which we observed being used frequently throughout the day. The setting has undergone an upgrade to its toilet facilities, moving all changing areas into enclosed spaces, maintaining higher standards of privacy, dignity, and infection prevention measures, further supporting children's wellbeing.

Each room had free flowing access to a safe and secure garden area, where recent improvements to the fences had been made to ensure a high standard of safety. These enhancements supported children's independence, choice, and opportunities for active play. The addition of an outdoor shelter further enabled children to enjoy fresh air and outdoor learning in a wider range of weather conditions, enriching play exploration opportunities throughout the day.

Inspection report

Management and staff were enthusiastic about plans to develop the outdoor kindergarten area, known as 'the stumps', with the addition of a barn. One parent told us "My child is thriving here. Kept busy with lots of age appropriate activities. Gets lots of time outdoors".

The current layout of the baby room during nap times was restricting opportunities for awake children to access stimulating and challenging play experiences. We asked that management and staff review the layout and use of available spaces to ensure a more intentional approach to resource provision and space management. This will support staff to maximise the impact of play, learning, and engagement for all children.

Children had recently chosen the paint colours for the nursery redecoration and were consulted on the changes being made to the play and dining areas. This supported their sense of ownership, promoted meaningful participation, and ensured the environment reflected their interests and preferences.

The setting's proximity to a neighbouring farm offered unique opportunities to engage with a range of animals, including donkeys, chickens and lambs. This was sparking children's natural curiosity and deepening their understanding of the world around them. One parent told us "The facilities are excellent with lots of different outdoor spaces and animals for the kids to interact with. The staff are very friendly and do a great job of engaging with the kids, supporting their development and meeting their individual needs".

A secure entry system was in place, and risk assessments had been completed to support the safety of both indoor and outdoor environments. We suggested making these risk assessments easily accessible and updating them regularly, particularly in response to the ongoing changes and upgrades within the setting. Together, these measures contributed to a safe and secure environment for children. Management also shared plans to install a buzzer entry and exit system on the internal door, which would further strengthen security while maintaining flexibility for staff.

Children's personal information was stored securely within an online system located in a locked office, demonstrating the service's commitment to confidentiality and data protection. The use of CCTV was appropriately managed, with a relevant policy in place to support a clear and transparent approach to its operation, ensuring it was used safely, responsibly, and in line with data protection requirements.

Children play and learn 3 – Satisfactory / Adequate

Quality indicator: Playing, learning and developing

We evaluated this quality indicator as adequate where strengths just outweighed the weaknesses.

Children had fun exploring and playing in spaces that supported their imagination and creativity. Play areas had been set up in a way that encouraged discovery, experimentation, and enjoyment of learning through play. For example, the tuff trays offered a range of sensory experiences, including ice, scented materials, and gloop textures.

In both playrooms, children regularly enjoyed songs, rhymes, and storybooks. They engaged in activities that supported emergent literacy, such as cutting, mark making, and games to practise their fine motor skill. To ensure children continued to benefit from a literacy rich and language rich environment, practitioners should continue developing their practitioner engagement skills.

For example, applying open ended questioning, expanding vocabulary, embedding language routines, and encouraging higher order thinking through careful extension of play and prompts. In addition, we suggested incorporating print and text throughout the environment, further supporting progress towards the national priority of closing the attainment gap, as identified within the setting's improvement plan. Numeracy was evident within play and learning opportunities, and we suggested that staff continue to build on this by extending mathematical learning through resources and embedding key concepts through consistent reinforcement.

In the baby room, there was a wide range of resources, and babies benefited from regular visits to the sensory room. This space created a calm and engaging environment that supported their sensory development and early learning. We suggested strengthening support for schema play by adding additional resources to support this type of play, further supporting children's emerging interests and supported even more sustained engagement.

Staff showed a good understanding of children's developmental needs, and the team brought a range of valuable skills to their role. Many staff demonstrated an awareness of when to join play to extend learning and when to step back to promote child led exploration. Staff were continuing to build their confidence in this area and, at times, tended to guide play rather than fully follow children's cues and interests. As a result, interactions were occasionally less consistent, which meant some children had fewer opportunities to experience the richest moments of curiosity, independence, and deeper learning. See area for improvement one.

Staff were aware of children's interests and recognised the importance of capturing these to promote engagement and support a child led play environment. Staff described the adult's role in planning, including introducing new learning and exploring themes. We suggested that further consideration be given to identifying gaps or opportunities within the curriculum that could be introduced to extend children's experiences.

Going forward, developing and implementing a robust, child centred planning approach would strengthen outcomes for children. Planning should reflect meaningful next steps identified through skilled observations and ongoing evaluation. Using appropriate methods to track and evidence children's progress, and clearly identify lines of development, would ensure children were appropriately supported to reach their full potential. See area for improvement two.

The use of the online Family application supported positive partnerships with parents, and staff reported that it enhanced communication about children's learning. Parents were invited to graduations and open days and were regularly consulted in the ongoing changes. To align with current best practice guidance, *Me, My Family and My Childcare Setting*, we encouraged the service to invite parents further into the playrooms during drop off and collection to strengthen relationships and build a shared understanding.

Children benefited from experiences within the local community, such as visits to the farm to see the donkeys and chickens, as well as walks and explorations in the local area. These experiences supported children's sense curiosity and belonging to both the local and wider community.

Areas for improvement

1. To ensure children experience high quality interactions that enhance their care, learning, and development, the provider should continue to develop staff skills and knowledge in high quality engagement and regularly evaluate staff performance. This should include monitoring the consistency and quality of interactions, identifying areas where further development is required, and supporting staff to implement responsive and engaging approaches that promote positive outcomes for all children.

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

"I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational code" (HSCS 3.14).

2. To support children's play and learning and enable them to achieve their full potential, the provider should:

- Review and further develop their approaches to planning to create a better balance of child centred, structured and free flow play and learning experiences.
- Ensure appropriate levels of challenge and depth in play and learning that supports children's curiosity and creativity and enables them to lead on their play and learning.
- From observations undertaken, consider how individualisation is captured within planning to create and facilitate opportunities for children to achieve their identified next steps.

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).

Children are supported to achieve 3 - Satisfactory / Adequate

Quality indicator: Nurturing care and support

We evaluated this quality indicator as adequate where strengths just outweighed the weaknesses.

Children were consistently treated with warmth and compassion. For example, staff were frequently heard asking children whether they would like a cuddle, and children confidently approached staff for comfort and reassurance. Secure attachments and positive relationships between staff and children were evident throughout the visit, contributing to children's strong sense of emotional safety and wellbeing. Staff took an individualised approach to transitions. For example, we observed one child settling in who was given additional support and nurture by the staff team, who were sensitive to the child's increased need for reassurance.

Children's privacy and dignity were respected throughout daily routines. For example, children were asked for consent before being taken for nappy changes, and staff carried out these care routines in a sensitive and nurturing manner. Good hand hygiene practice was observed, with staff providing close supervision, wearing appropriate personal protection equipment, and promoting children's independence. These practices reinforced strong habits around cleanliness and minimised the spread of infection.

Children experienced relaxed and positive mealtimes where they were encouraged to be independent. Meals provided were nutritious, and children were offered alternatives if they did not wish to eat the main option. These routines created valuable opportunities for children to socialise with peers and engage in meaningful conversation with staff, and we noted that staff skills in facilitating these interactions were developing. One parent commented, "Staff are very warm and friendly and the cooked lunches have been excellent".

A range of risk assessments were in place, covering various spaces and resources used within the setting. We suggested using these as live documents, stored within the playrooms for easy reference and updating in response to ongoing changes.

Medication was managed through appropriate forms, and we sampled and reviewed the medication storage area and relevant policy. We suggested reviewing the medication system, policy, and associated forms, including procedures for staff medication and signing medication in and out of the premises. See area for improvement one.

Management and staff were progressing well with developing children's personal plans. We suggested that staff continue to familiarise themselves with current guidance to support this work. While each folder included a section for parental review, some children did not yet have a fully completed plan within the expected timescale. See area for improvement two.

Positive relationships with families were being developed with parents engaging with staff in the foyer for informal conversations. Some parents told us that they were not currently receiving the same level of updates about their children as they had previously. Many parents highlighted the commitment of staff and described their appreciation for staff's continued efforts to provide consistent, nurturing relationships for the children despite staffing challenges. Parents also told us "My child thrives and it is a great service and a key part of the community".

Areas for improvement

1. To support children's wellbeing and keep them safe, the service should review its administration of medication policy and procedures against the most recently updated guidance to ensure best practice is followed consistently.

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

"Any treatment or intervention that I experience is safe and effective" (HSCS 1.24).

2. To ensure that children are included and their needs are met, staff should review and revise children's personal care plans so they reflect the specific needs, wishes, and choices of children and their families. This should include, but not be limited to, ensuring that information is clearly recorded, reviewed at least every six months, or sooner if required, and completed within 28 days of the child's start date.

Inspection report

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

"My needs, as agreed in my personal plan, are fully met, and my wishes and choices are respected" (HSCS 1.23).

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
Children thrive and develop in quality spaces	4 - Good
Children experience high quality spaces	4 - Good
Children play and learn	3 - Satisfactory / Adequate
Playing, learning and developing	3 - Satisfactory / Adequate
Children are supported to achieve	3 - Satisfactory / Adequate
Nurturing care and support	3 - Satisfactory / Adequate

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