

# Woodburn Early Learning and Childcare Centre Day Care of Children

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**Type of inspection:**  
Unannounced

**Completed on:**  
28 January 2026

**Service provided by:**  
Falkirk Council

**Service provider number:**  
SP2004006884

**Service no:**  
CS2003011542

## About the service

Woodburn Early Learning and Childcare Centre is a daycare of children service which is provided by Falkirk Council. The service is situated in a residential area in the town of Falkirk. It is registered to provide a care service to a maximum 78 children aged from two years to those not yet attending primary school of whom no more than 30 are aged from two years to under three years.

All children benefit from free flow opportunities between two thoughtfully designed and spacious playrooms. Toileting and nappy changing facilities can be accessed within each of the playrooms. The enclosed outdoor area provides children with direct access to outdoor play and learning opportunities.

## About the inspection

This was an unannounced inspection which took place on 27 January 2026 between 08:45 and 17:00, and 28 January 2026 between 08:45 and 12:00. 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 four of their family members
- received 10 completed questionnaires from families and 10 from staff
- 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 experienced warm, nurturing and consistent care.
- High quality interactions supported children's play and learning.
- Children's overall wellbeing was very well supported through effective personal planning.
- Children were confident, having fun and enjoying their learning.
- Staff were empowered by the leadership team to lead well informed changes.
- Improvement planning was effective and meaningful.

**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 shared vision, values and aims of the service were well established and consistently reflected across the setting. Staff interactions were kind, nurturing and inclusive throughout the inspection. Positive feedback from families, along with visible commitments, such as "Woodburn's three word promise", further demonstrated high aspirations for children and families.

Senior leaders empowered staff by creating conditions that supported them to confidently start and lead well informed changes. The reflective staff team regularly took part in planned self evaluation activities and included students when they were in the setting. This way of working built a strong sense of shared responsibility and helped develop leadership skills across the whole team. Regular staff meetings further supported reflection, sharing of key information and promoted consistency across the team.

Purposeful self evaluation was central to ongoing improvement and supported the service to deliver high-quality care and learning. The appropriate pace of change had been carefully considered and gave staff, children, and families time to reflect at each stage. Staff told us they valued this approach as they recognised the positive impact improvements had on outcomes for children.

Quality assurance and moderation activities included well-timed monitoring and data gathering, carried out by senior staff and leaders. For example, tracking children's use of play areas and reviewing learning journals. Agreed standards and expectations were understood and provided further opportunities for staff to develop skills and confidence.

Improvement planning was effective and meaningful. Priorities had been identified through consultation with staff, children, and families. The pace of change and the number of priorities were carefully managed. This helped to ensure developments were relevant and achievable within the context of the setting.

Ensuring the right staff were in place was seen as very important for the wellbeing of both children and staff. New staff told us they were able to settle into their roles quickly because the induction and mentoring they received was clear and supportive. Staff also valued support from the whole team as they became familiar with ways of working at Woodburn.

## 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 and engaged in leading their own play and learning, supported by a skilled staff team. Learning spaces had been thoughtfully designed with ideas from staff, children, and families. Using open ended and natural materials encouraged children to be curious and creative. This helped them to enjoy high-quality play and learning opportunities across the free-flow environment.

Children were given choice and were encouraged to be independent. They could decide which playroom to

go to when they arrived each day, and moved freely between indoor and outdoor areas throughout the day. Play experiences reflected children's ideas and were responsive to individual needs and interests. This helped to support children's emotional wellbeing.

Staff supported children's play and learning very well through positive, high quality interactions. They used helpful comments, asked effective questions, and gave children time and space to explore their own ideas. Staff also understood when to join in to extend learning and when to step back and observe. This meant children were confident, having fun and enjoying their learning.

Planning and assessment were centred around each child's needs, helping to support their learning and development. Staff used careful observations of children's play, interests, and individual needs to guide both responsive and planned learning experiences. This meant children were offered meaningful and developmentally appropriate opportunities to learn, play and progress at their own pace.

Families and partner agencies shared useful information about children's progress with the service, including through consultations and learning from home. This supported a shared understanding of each child's development and helped maintain continuity between home and the setting. Families told us that they have opportunities to meet regularly with staff. One family commented, "My child has come on leaps and bounds and the nursery staff are to thank for that."

## 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 experienced warm, consistent care that supported their emotional wellbeing. Staff were kind and nurturing in their interactions with children, helping them feel safe, secure and confident. They followed good practice and current guidance and were highly motivated to support children and their families. Staff took pride in their work, which was clear in the high quality care across the setting.

Care was provided sensitively and respectfully. Staff understood both the verbal and non verbal ways children communicate and recognised their individual needs. This included supporting personal care, nap times and using different communication methods, such as objects of reference. These approaches helped children feel understood and well supported throughout the day.

Mealtimes were mostly calm and unhurried due to the free flow system, which meant children's play was not interrupted. Children knew the routines very well and were encouraged to develop independence skills. For example, selecting and serving their own food. The meals provided were healthy and took account of children's individual needs.

Transitions were planned carefully with children's needs in mind, helping them feel secure and supported. Staff used home visits, personalised settling in approaches and individual transition plans to support each child and family. One parent told us they felt particularly well supported during a busy period at work, showing how flexible and responsive staff were to families' needs.

Children's overall wellbeing was very well supported through effective personal planning. The service took a proactive approach to gathering information about each child's strengths, interests, and support needs. Plans were child centred and created with children, families and other professionals when needed. They

were reviewed regularly to keep them relevant and meaningful. This approach ensured children's rights were respected and families felt included and listened to.

Staff knew all children and their families very well, including extended family members, which helped build strong and trusting relationships. They created a warm, welcoming and inclusive environment where families felt listened to and respected.

Parents we spoke with during the inspection said staff knew them and their children well, which helped create a real sense of belonging. Other families told us staff were friendly and approachable. One family shared, "My child always comes home extremely happy and excited to tell me about the day they had." Another said, "They [staff] are all super kind, caring and helpful and make you feel supported and welcome."

## Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at [www.careinspectorate.com](http://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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