

Green Apple Nursery Ltd

Day Care of Children

25 Broomknoll Street
Airdrie
ML6 6BN

Telephone: 01236 808869

Type of inspection:
Unannounced

Completed on:
28 January 2026

Service provided by:
Green Apple Nursery Ltd

Service provider number:
SP2012011873

Service no:
CS2016353083

About the service

Green Apple Nursery Ltd is registered to provide care to a maximum of 70 children aged from birth to those not yet attending primary school. At the time of our inspection, 50 children were in attendance.

The service is provided from a large two storey property which is situated close to the town centre of Airdrie, North Lanarkshire. The service is close to travel links and local amenities.

Children receive care within four playrooms, separated by their age and stage of development. They had access to a rear enclosed shared garden space.

About the inspection

This was an unannounced inspection which took place on 27 and 28 January 2026, between the hours of 09:30 - 18:00. 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
- reviewed electronic feedback from 47 parents
- spoke with staff and management
- assessed core assurances, including the physical environment
- observed practice and daily life
- reviewed documents
- reviewed feedback provided from two 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.

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

- Staff interactions were warm and responsive, supporting children's emotional wellbeing.
- Children enjoyed daily outdoor learning. Visits to the forest encouraged confidence and teamwork.
- Playrooms were thoughtfully arranged, enabling safe movement and independent choices.
- Leaders strengthened routines and communication, fostering a positive, improvement focused team culture.
- Monitoring could be refined to provide confidence in children's safety and clearer oversight of records.
- Children experienced mealtimes that were sociable and enjoyable, where staff sat alongside. We discussed further developments which could help support children's independence.

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	4 - Good
Children are supported to achieve	4 - Good

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 recent changes to management within the service and leaders were working closely with staff, children and families to foster strong, positive relationships. This helped nurture a consistent ethos across the setting, strengthening trust, communication and daily practice among teams. Leaders reviewed procedures to ensure these were effective. Parents told us they felt positive about the changes, making the nursery feel welcoming and reassuring.

Leaders had developed training opportunities for staff and promoted outdoor learning. This demonstrated a commitment to continuous improvement, contributing to good outcomes for children.

Staff wellbeing was supported effectively through regular check-ins, open communication and positive team working promoted by leaders. Staff reported feeling able to approach management for guidance, reassurance or problem solving. They expressed appreciation for leaders daily presence, supportive supervision and consistent encouragement throughout their roles. Staff told us that leadership celebrated achievements through recognition initiatives, which contributed meaningfully to morale and confidence. Families also recognised the positive atmosphere, noting that staff seemed happy and settled in their role of caring for children. This helped to ensure that children received care from adults who felt supported, valued and confident in their practice.

Leaders used reflective discussions, policy reviews and team meetings to strengthen quality assurance and support consistent improvement across the nursery. Staff felt positive about these opportunities to come together to share ideas, support practice and improvements. Parents told us they were regularly asked for feedback through surveys, conversations and nursery events, describing genuine interest in their views. External professionals told us they felt positive about communication from the service, helping to ensure children's needs were met, further commenting that discussions about children's needs were supportive, solution focused and reflective. Leaders used this information to develop routines, embed training and adjust practice sensitively where required.

Procedures were in place to help keep children safe. This included daily risk assessment and management oversight of personal plans. We discussed with management on ensuring they can access nursery devices and platforms used to store children's information and communication with parents. This would help provide further management oversight and monitoring.

New staff received structured induction, supportive mentoring and access to clear information, helping them settle confidently into their roles. Staff told us that induction included building walkthroughs, fire procedures and policy guidance. They were supported to embed and reflect on their learning using the National Induction Resource. Mentors offered reassurance, advice and day to day support. New staff reported feeling welcomed, supported and comfortable seeking guidance from senior colleagues or management at any time. This structured, nurturing approach helped ensure new practitioners contributed confidently and consistently to children's care and learning.

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.

Children experienced a warm and welcoming environment that supported their wellbeing. Spaces for them to store their personal items, such as, shoes and jackets, helped promote a sense of belonging. Areas were developed in consultation with children and families, helping to provide an enabling environment.

Children experienced playrooms that were thoughtfully arranged to support engagement, independence and choice. Toys and materials were stored visibly and at child height so children could select, use and return materials independently throughout the day. Quiet nooks and cosy corners supported children's emotional development and opportunities for rest, supporting wellbeing. This meant children were able to move confidently and access spaces, supporting their choices and wishes

Infection prevention and control routines were in place and followed consistently, with thorough handwashing and sanitised tables before and after eating. This contributed to reducing the potential spread of infection. We discussed with the manager on ensuring the heating in older children's toilets remains a comfortable temperature at all times.

Children accessed the garden daily, with experiences planned for weather conditions and supported by appropriate clothing and shelter. Loose parts (resources that can be put together, taken apart and moved around), bikes and nature areas encouraged problem solving, balance, teamwork and language. Staff balanced challenge and safety by talking with children about what they wanted to try and how to do it safely. This enabled confident climbing, building and supervised use of resources.

Older children were supported appropriately and safely to use the stairs to reach the garden, with clear supervision and expectations. Where appropriate, personal risk assessments were completed and reviewed to ensure individual needs and abilities were considered. Regular headcounts supported safe movement, with staff positioned to see entrances, exits and busier areas. Entry procedures were clear and reassuring. Staff carried out daily checks in playrooms and gardens to make sure gates, locks and exits worked properly. Where the door to the garden had not been consistently secure, this was addressed so children's safety was ensured at all times.

Children play and learn 4 - Good**Quality indicator: Playing, 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 led much of their play, choosing experiences that felt fun, meaningful and matched their interests well. Adults upheld children's rights by listening carefully, giving real choices and acting on views shared during conversations. Time and space for uninterrupted play supported deep engagement, persistence and shared problem solving with friends over time. Staff joined in sensitively, extending ideas through questions, new vocabulary and props, without taking control away from children. Opportunities to explore forest experiences provided children opportunities to become familiar with their wider world and connections with nature. As a result, children felt heard, stayed absorbed for longer and took pride in directing their play.

Staff understood child development and noticed when to step in, step back, or adapt experiences sensitively for individuals. They used warm language, modelled turn taking and problem solving during everyday moments and small challenges. Where children needed extra help, staff adjusted pace and experiences to maintain engagement. This meant that children experienced the right level of challenge, stayed motivated and felt successful across different activities and routines.

Opportunities for numeracy, literacy and mark making were threaded through play indoors and outdoors each day. Children experienced numbers through real tasks like tallying votes, sharing snacks, measuring water and comparing block heights. Everyday talk about pattern, shape and position would help to widen early thinking. Children's speech and language was supported through stories, role play and small group chats, with new vocabulary introduced naturally and revisited often. Mark making opportunities appeared across the setting, which helped children try ideas and share their thinking clearly. To further develop mark making opportunities, additional toys and materials could be added, for example, different sized paper, labels and whiteboards.

Planning systems in place focused on children's interests and staff took time to notice their learning and interests. Staff set small, clear goals based on what children were ready to try next, then prepared spaces and materials to help. Plans stayed flexible, changing when interests shifted or when experiences needed more time and depth. Families added ideas, and staff shared what might be coming next so everyone stayed connected. Outdoor learning was a strength, but links back into playrooms were not always planned. Short recall chats and linked invitations indoors would have helped children carry ideas across and build on them. Further developing this approach would mean children knew their ideas mattered, returned to projects with confidence and made steady progress through purposeful experiences.

Children's learning was supported through effective observations which described what children did, said and managed, then shared quickly with families. Staff used these notes to fine tune support, add the right level of challenge and plan next steps. A few next steps were broad and could be reviewed to ensure short term goals were achievable. Parents valued timely app updates on meals, activities and health and appreciated clear records of when children were outdoors. Children looked back at photos and their work, told the story of their learning, persistence and teamwork. We saw that achievements were celebrated simply and often. Fresh displays, kind words from peers and short messages home helped successes feel timely and genuine. As a result, children knew how they were doing, felt proud of themselves and stayed motivated to keep exploring and learning.

Children are supported to achieve 4 - Good

Quality indicator: Nurturing care and support

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 happy and settled in the setting. They experienced interactions that were warm and nurturing, helping them to feel safe and secure. Staff knew children well and recognised their cues and responded sensitively, providing comfort and reassurance when needed. Children told us, "My teachers help me," and "My ladies are kind" which shows trust and ease. Parents said staff were dependable and thoughtful, sharing clear updates and checking how things were going at home. One parent explained that staff would cuddle their child to sleep if needed. Another said their child "slept longer at nursery than at home," which

helped everyone feel settled. This meant that children felt secure and understood, and joined play and learning with confidence.

Staff visited families at home before a start or room move, which reduced first day nerves and let children meet a familiar face. Parents shared sleep cues, comfort items and words used at home. Staff mirrored these straight away so nursery felt familiar from the start. One family told us their child "put their arms out to the staff" at drop off after a home visit. Moves between rooms were planned around each child, with quiet visits to new spaces, introductions to key workers and short stays that lengthened when they were ready. Families described respectful, unhurried handovers. Together, these steps made transitions predictable and safe, helping children settle quickly, develop and maintain friendships and join new activities with confidence.

Mealtimes were calm and sociable, with staff sitting alongside children and making time for conversation. Some children poured water, served fruit, chose what they ate and tried new foods with gentle encouragement. This supported independence and built skills for life. We discussed how the service could develop opportunities for all children, ensuring they took into account the child's age and stage of development. Parents told us, "The cook goes above and beyond," with simple alternatives offered when children preferred different textures, and allergy adjustments made when needed. This meant that children ate well, tried new foods and grew in independence, developing positive, relaxed mealtime habits.

Personal plans were written with families and used to support children. Updates were dated and easily understood about what had changed and why. Key workers asked parents what to focus on next. One family said, "Our key worker always asks what we want to work on." Children's ideas were gathered through conversations and photos. These were then turned into small, practical steps. Reviews celebrated progress and agreed the next actions for home and nursery, keeping support focused and easy to follow. This meant that support matched the children's needs at the right time, helping to support children's development and learning, meeting individual needs.

Staff worked closely with external professionals. Short meetings, clear notes and simple tools like picture cues or "first and then" cards were built into everyday routines. Children benefited from partnership working which supported consistency at home and in nursery. This ensured strategies were consistent everywhere, reducing mixed messages and helping children make reliable, lasting progress.

Partnerships with families were open and professional. Parents could chat at the door, send a message or join stay and play sessions. Feedback was welcomed and acted on. Leaders explained changes and checked whether they worked. One parent said, "The manager knows the children and welcomes us every morning" which built trust. Another described staff as "like family," praising the recognition of likes and dislikes, such as, favourite songs and comforters to support children. This approach helped children feel confident and happy throughout the day.

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, the manager and staff should ensure that children experience a safe, healthy and sociable eating experience.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: "I can enjoy unhurried meal and snack times in as relaxed an atmosphere as possible" (HSCS1.35), "I can choose from suitably presented and healthy meals and snacks, including fresh fruit and vegetables, and participate in menu planning" (HSCS 1.33) and "my environment is secure and safe" (HSCS 5.17).

This area for improvement was made on 23 April 2024.

Action taken since then

Eating experiences were relaxed and unhurried. Children were appropriately supervised and offered support sensitively when needed. The menu was planned by leaders to ensure this was reflective of "Setting the table guidance". We discussed that all children should be given age and stage appropriate opportunities to self serve. This would support independence, confidence and skills for life.

This area for improvement has been met.

Previous area for improvement 2

To ensure children's safety, the provider and manager should make sure that children receive care in a clean and safe environment.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states: "My environment is secure and safe" (HSCS 5.17) and "I experience an environment that is well looked after with clean, tidy and well maintained premises, furniture and equipment" (HSCS 5.22).

This area for improvement was made on 23 April 2024.

Action taken since then

The environment was observed as being clean and tidy. Clear roles were established to ensure tasks were completed by staff. Monitoring processes were in place to provide management oversight.

This area for improvement has been met.

Complaints

Please see Care Inspectorate website (www.careinspectorate.com) for details of complaints about the service which have been upheld.

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	4 - Good
Playing, learning and developing	4 - Good
Children are supported to achieve	4 - Good
Nurturing care and support	4 - Good

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