

# East Plean Primary School Nursery Day Care of Children

East Plean Primary School  
Main Street  
Plean  
Stirling  
FK7 8BX

Telephone: 01786 813 286

**Type of inspection:**  
Unannounced

**Completed on:**  
3 February 2026

**Service provided by:**  
Stirling Council

**Service provider number:**  
SP2003002689

**Service no:**  
CS2003015604

## About the service

East Plean Nursery is a registered daycare of children service. This is a local authority service who are registered to provide care to a maximum of 32 children at one time, age from 3 years to those not yet attending primary school.

The nursery is part of East Plean Primary School and consists of a playroom, outdoor play space and toilet facilities.

## About the inspection

This was an unannounced inspection which took place on 2 February 2026 between 08:45 and 16:30. We continued the inspection on 3 February 2026, between 08:45 and 11:30. Feedback was shared with the service on 3 February 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, complaints information, information submitted by the service and intelligence gathered throughout the inspection year.

To inform our evaluation we:

- spent time with children using the service
- received 12 completed questionnaires from families and six from staff
- spoke to staff members 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, physical environment is well maintained and that a service is operating legally. At the time of inspection, no improvements were identified relating to core assurances.

During the 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**

- Most staff demonstrated warm, kind and caring interactions with children, which contributed to positive relationships.
- Quality assurance processes needed further developed.
- Learning observations needed to be more consistent to fully track children's progress.
- Staff knew children well and used a child-centred approach when planning for children's interests and choices.

**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	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.

The service had a vision, values and aims in place. These were reflected within daily practice and during play with children. The service was developing these further with the children, so they understand the values in action in daily practice.

A quality assurance calendar was in place and identified key tasks across the year, including monitoring and audit activity. However, opportunities to monitor practice were limited, partly due to staffing constraints. The service needed to further embed its quality assurance processes to strengthen and sustain a culture of continuous improvement.

Regular audits and monitoring was carried out by the service as part of their quality assurance. The service recognised further developments would ensure effective identification of risks and mitigations. Strengthening this approach would ensure that children's health and wellbeing needs are consistently met.

An improvement plan was in place, which identified priorities that focused on reviewing and enhancing opportunities for children. We could see a focus on supporting children's speech and language through the various strategies implemented. This had been recognised through the recent gold communication award. These measures demonstrated continuous improvement and positive outcomes for all.

Leadership roles were identified for staff to empower them to take ownership and contribute towards change. Staff spoke passionately about their roles including Play on Pedals and planning leads. This supported staff to deliver care and support tailored to children's needs and choices.

Staff team collaboration was sometimes limited due to operational constraints and staffing levels. We encouraged the team to consider creative ways that would support opportunities for staff to reflect and share practice. This would create a culture of reflection and collaboration, leading to improved outcomes for children.

Staff completed mandatory training which included child protection and first aid. The staff team completed more specific training to support their service and improve play and learning opportunities for children. Induction processes were in place which supported new staff into the service. The use of the 'National Induction Resource' had been discussed as a means of strengthening whole team reflections. This would enhance staff confidence and deepen their knowledge and understanding.

## 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.

Most children were happy and engaged in their play and learning experiences and showed confidence as they moved around the environment. Children had free flow access from the playroom to outdoors helping support children to make choices about where to play. One child told us, "I love the baby toys and playing with my friends". While play spaces were engaging, there remains scope to develop this further to increase opportunities for imagination and curiosity. For example, including loose parts, natural resources and open-ended resources, would further enhance children's engagement in learning.

Children benefitted from a quiet and calm nurturing environment. Sensory lighting and soft furnishings supported children to feel relaxed and comfortable in their play spaces. Staff shared that they were developing a calm corner for children to access. This was aimed at providing children with the opportunity for self-regulation and emotional wellbeing.

Staff used a range of effective communication tools to support children, including Makaton and visual aids. During personal care routines visual aids were used to prepare children when they needed support with personal care. Children were supported to understand routines of the day.

Observations of children's play and learning were recorded online and shared with families, who also contributed to their child's journal. Through tracking and monitoring, some children's individual learning possibilities were identified through observations. However, a consistent approach needs to be developed to ensure all children have clear evidence of learning possibilities. This will support children to achieve their potential.

Planning and assessment was child-centred, with planning sheets and floorbooks, capturing children's interests and voices. A current interest in horses had been facilitated by staff through a planned visit from a Shetland pony. This demonstrated responsive planning taking account of children's choices and supporting them to have fun.

The local community was used well to support children's experiences. Community links supported children to develop a sense of belonging and understanding of the wider community around them. For example, children had opportunities to visit the local library, play park and community centre.

## 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.

Staff interactions with children were warm, consistent and responsive. Interactions were respectful and staff engaged down at children's level using positive language and calm tones. One parent shared, "Staff are amazing and fully understand my child's needs".

Personal plans were in place for all children and had been developed in partnership with families. One parent told us, "Go over this every few months and agree with what is put in place. I feel like it's always an honest chat which I appreciate". These plans identified children's needs, strengths and interests. The service worked effectively with other professionals to support children's development. As a result, staff had a very good knowledge of children's holistic needs.

The storage and administration of medication was reflective of current guidance. Information about

children's individual health needs was included within personal plans. This prompted the service to follow medication policy and procedures. There was an agreement that the policy would be further developed to reflect timescales around reviewing the management of medication.

Mealtimes provided opportunities for children to develop independence. They self-served food and drink at snack and lunchtime. Staff sat with children most of the time with some opportunities for conversations with children. The service should reflect on the balance of mealtime tasks and the quality of social interactions. This will ensure mealtimes are relaxed and sociable.

Communication with families was generally positive, with several parents' expressing appreciation for the warm, supportive relationships established. One told us, "Very welcoming and friendly! Always happy to work with you in supporting any needs". Some indicated that communication could be improved at times particularly around children's progress. One told us, "Sometimes communication feels like it lacks in terms of what is happening, and progression". We would encourage the service to consider arrangements for dropping off and collecting children. Welcoming families into the playroom helps develop stronger connections.

## 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	4 - Good
Leadership and management of staff and resources	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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Care Inspectorate  
Compass House  
11 Riverside Drive  
Dundee  
DD1 4NY

[enquiries@careinspectorate.com](mailto:enquiries@careinspectorate.com)

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