

# Tender Loving Childcare Centre Ltd

## Day Care of Children

Kilsyth Road  
Kirkintilloch  
Glasgow  
G66 1RP

**Type of inspection:**  
Unannounced

**Completed on:**  
12 January 2026

**Service provided by:**  
Tender Loving Childcare Centre Ltd

**Service provider number:**  
SP2020013577

**Service no:**  
CS2020381058

## About the service

Tender Loving Childcare Centre Ltd is registered to provide a care service to a maximum of 85 children at any one time aged not yet attending school as follows:

- of those 85 no more than 25 are aged under 2 years
- no more than 20 are aged 2 years to under 3 years
- no more than 40 are aged 3 to not yet attending primary school

Of those aged under 2 years, 5 will be cared for in baby room 1, 11 will be cared for in baby room 2 and 9 will be cared for in baby room 3.

The service operates from a converted building in a residential area of Kirkintilloch. Children have access to large open plan playrooms, conservatory and large outdoor areas. The service is near to local schools and community spaces.

## About the inspection

This was an unannounced inspection which took place on 6th and 7th 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
- Gathered feedback from eighteen families through online questionnaires
- Spoke with staff and management
- Observed practice and daily life
- Assessed core assurances, including the physical environment
- 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.

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

- The manager was a visionary leader with strong communication, empathy and organisational skills.
- Staff demonstrated a meaningful understanding of the nurture principles and used these in practice to deliver warm, kind and compassionate care.
- The provider should develop and improve management oversight across all areas of the service.
- The provider should ensure that high quality play resources are available to children across the nursery.
- Maintenance of the building/outdoor areas and fire safety should be carried out without delay to ensure that children experience a high-quality environment.

## 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	3 - Satisfactory / Adequate
Children thrive and develop in quality spaces	2 - Weak
Children play and learn	3 - Satisfactory / Adequate
Children are supported to achieve	4 - Good

Further details on the particular areas inspected are provided at the end of this report.

**Leadership** 3 - Satisfactory / Adequate**Leadership and management of staff and resources**

We evaluated this key question as adequate, where strengths only just outweighed weaknesses.

We found the manager and staff team engaged well during the inspection process, taking on advice and support, demonstrating a commitment for improvement.

The recently appointed manager was a competent, empathetic and visionary leader who was building a positive culture in the service through clear communication, active listening and empowering the staff team. The manager and staff recognised the importance of having a shared vision that focused on improving outcomes for children and families and which acknowledged the high aspirations they had for children. Plans were in place to further develop and involve parents and children in this process to ensure that families felt connected and involved in the development of the service.

We observed a good standard of care for children. Staff promoted inclusion, children's rights and a nurturing respectful ethos in line with nurture principles.

The staff team was motivated and morale was improving. Supportive leadership from the manager boosted engagement with staff. Staff health and wellbeing had recently been prioritised by the manager and staff commented that they felt valued and invested in.

Staff welcomed improved communication from the manager and the opportunity to lead change. They had embraced recent developments in the service and were feeling more motivated as a result of the support and opportunities provided to them. Staff had new leadership roles and designated areas of responsibility. There was a collaborative learning culture, providing time and space for sharing knowledge and support for continuing professional development and personal growth for all staff.

Staff comments included:

"I feel fully supported by my manager" and "The team and manager are amazing as we all get on and support one another".

Quality improvement was a main focus for the manager who was making early progress in this area. The team demonstrated a strong commitment to the continuous improvement of the service. Opportunities for reflective practice and informed discussions helped staff to identify the settings strengths and priorities for development. Staff participated in self evaluation and felt their views and suggestions were valued and contributed to the service development plans.

Whilst families had some opportunities to contribute feedback through face-to-face discussions, parent's evenings, questionnaires and the recently created parents association, the manager had identified this as an area for development and was exploring additional methods to meaningfully engage with parents. The manager and staff also recognised that children's voices were central to the service's ongoing development and were considering appropriate strategies to capture this.

Comments we received from parents included:

"Nursery always listens to any ideas or thoughts parents have" and "The nursery ask for parents" opinions on various matters and the nursery have always been eager to meet any requests we've had".

All staff had a good understanding of their roles and responsibilities for ensuring quality care and learning. We found this was achieved through the effective monitoring and support given by room leaders in the team. We encouraged the team to continue to embed these systems to further enhance staff practice and sustain positive outcomes for children and families.

Staff recruitment did not follow local and national safer recruitment practices. We found that one Protection of Vulnerable Groups (PVG) check had not been completed for staff. We raised this with the provider who confirmed that they were responsible for PVG checks. They promptly initiated the application for this PVG during the inspection and stated that, going forward, they would pass this responsibility to the manager, to prevent any discrepancies.

Induction processes aligned with the Early Learning and childcare: National Induction Resource. Effective mentoring and supervision of new staff and students was evident. All practitioners in the setting supported new team members to grow and develop in their roles to provide quality care for children. All staff were registered with the appropriate regulatory bodies and engaged in ongoing professional learning to ensure their practice was informed by current theory, practice, and good practice guidance.

We observed that roles and responsibilities of the provider and manager were unclear, causing confusion and frustration. We therefore discussed and clarified with the provider their roles and responsibilities in relation to legal and regulatory compliance, safeguarding and health and safety in the service. Whilst the provider had responsibility and accountability for the business's overall vision, operational oversight, compliance and quality of care, it would be prudent of them to clarify and delegate daily operations to the manager. This would empower the manager to make informed decisions, foster staff ownership, ultimately provide more responsive care and most importantly adhere to regulatory compliance. (See Area for Improvement).

## Areas for improvement

1.

By 28 February 2026, in order to improve outcomes for children and positively impact on outcomes for staff, the provider should develop and improve management oversight across all areas of the service.

**This is to comply with Regulation 3 Principles of the Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).**

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

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

**Children thrive and develop in quality spaces** **2 - Weak****Children thrive and develop in quality spaces**

We made an evaluation of weak for this key question. Whilst we identified some strengths, these were compromised by significant weaknesses.

The setting felt warm, homely and welcoming. It benefited from natural light and ventilation. The use of soft lighting and some cosy furnishings in some of the playrooms helped create a calming environment for children.

We observed that children could choose how to use play spaces and staff consulted older children about how to develop play spaces. Staff observed children's interests and were responsive to these, although, often lack of resources impacted on this.

The layout of the 3-5 room promoted independence, choice and inclusion. Playrooms for children aged under 3 should be more thoughtfully arranged to support play and learning. Younger children would benefit from more challenge, creativity and opportunities for exploration.

Outdoor environments did not always reflect children's developmental stages or current interests. The range of stimulating and rich play materials was limited, which meant that children did not consistently experience learning opportunities that sparked curiosity or supported their development. Daily access to outdoor play was not provided in all weathers. Appropriate shelter was not available to support all weather, year round and safe outdoor learning while protecting children from sun, wind and rain.

Although regular checks and audits were completed by the manager to monitor cleanliness and maintenance of the environment, important maintenance and safety action points raised were not always addressed by the provider. This included fire safety maintenance. Risk assessments were current and demonstrated a risk approach, with the exception of a fire risk assessment. A clear system should now be put in place to track and manage outstanding repairs and maintenance. This will help ensure children benefit from a safe, well-maintained, and high-quality environment. (See requirement 1).

Procedures were in place for effective prevention and control, however, cleanliness and maintenance of changing spaces and some toilet areas needed attention. All maintenance and safety issues were discussed with the provider during the inspection visit.

Accident and incident records were completed and shared with parents. Monthly audits were carefully completed by the manager to identify any areas of potential risk or concern.

Although child records were appropriately kept and stored to ensure confidentiality and child safety, the provider was not registered with the ICO (Information Commissioners' Office).

We encouraged the provider to address this immediately to ensure protection of individual's rights and privacy with their own personal data.

We noted that CCTV was used at the service and we asked the provider to develop a service policy for this.

Parents' comments included:

"Our child gets to play outdoors often, if weather is permitting" and "I'm aware that they go walks in the better weather and they have use of the enclosed garden space".

When asked what improvements could be made staff commented:

"Develop our outdoor area-more resources to help provide a rich outdoor environment."

"Create a better outdoor learning environment for children and also within the rooms, have the right and enough resources to help children learn and develop their skills throughout the nursery".

## Requirements

1. By 28 February 2026, children must be cared for in a well-maintained, fire safe environment. Maintenance of the building/outdoor areas and fire safety should be carried out to ensure that children experience a high-quality environment, and staff have the training, knowledge, and understanding needed to support this. The provider must, at a minimum, ensure:

- a) A regular programme of maintenance is carried out throughout the nursery and outdoor areas
- b) Fire safety maintenance is carried out as required and steps are taken to ensure the safety of children and staff in the case of fire or any other emergency, including an emergency evacuation plan
- c) Staff should complete fire safety training

**This is to comply with Regulation 10 (2)(a)(d) (fitness of premises) of the Social care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI2011/210).**

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

## Children play and learn 3 - Satisfactory / Adequate

### Playing, learning and developing

We evaluated this key question as adequate, where strengths only just outweighed weaknesses.

Staff across the nursery had created welcoming environments for children which were play based and fostered a sense of belonging. We saw cosy, quiet areas for reflection alongside active play spaces and easily accessible child sized furniture. Children were having fun, initiating play and most were engaged for periods of time. Staff were at children's level and demonstrated a genuine interest, allowing children to lead their learning. We saw children making decisions and choices and being given time to explore. Staff were attuned to children, listening and giving them time to communicate. We observed good quality interactions between staff and children. Staff recognised and celebrated children's efforts, progress and achievements.

The majority of resources in the 3-5 playroom were open ended, fostering critical thinking, creativity and social skills. This supported cognitive growth, language development and physical motor skills, enabling children to explore, experiment and learn through play. Learning provocations were set up to spark children's interest, stimulate thoughts and ideas and encourage questioning.

We noted that children aged under 3 years would benefit from increased access to rich and meaningful experiences. This included learning provocations and authentic resources. These would offer diverse textures, smells and visual characteristics that would engage children's senses and stimulate exploration.

Staff commented:

"It would be good to have a monthly budget to work with as we have a lack of resources, it would also be good to have a new pram to be able to take the babies out a walk".

Outdoor play spaces for all age groups of children were sparse with limited resources.

Staff commented: "We could be resourced a lot better, especially our outside areas which are amazing spaces".

Children required more natural, loose parts materials and increased opportunities to free flow between the indoors and enclosed outdoor spaces. This would promote creativity, critical thinking and problem solving skills as well as supporting autonomy and self directed learning. Risk beneficial play would contribute to developing children's confidence and resilience. We discussed the key benefits of the provision of high quality play resources with the provider and they agreed to give this full consideration. (See Area for Improvement).

Child centred planning, assessment and tracking was being developed by staff in the 3-5 room. Staff were using observations and assessment to understand children's needs and interests and were adjusting their approaches accordingly. Staff in the under 3's rooms were early in the process of using the new planning cycles and linking these effectively with the framework for children under 3.

Relationships between children, families and staff supported planning for children's learning. Staff were using various platforms to communicate with parents e.g. visual displays, email, newsletters, 'family' app.

This supported them to share important information and help parents feel connected and involved in their child's learning.

We saw that staff listened to parents and made them feel heard and valued. This helped them to have an understanding of children's home lives. We encouraged staff to continue with plans to include children's voices in planning floor books and learning journals.

When asked about opportunities and experiences your child can be involved in, parents commented; "I have seen some evidence of this on Family app but I couldn't confidently say always or very often as my child can't communicate this to me yet" and "We talked about my child needing some work on her gross motor skills and I am aware that they have been planning activities that will assist her in this respect".

## Areas for improvement

1. To support children to achieve their full potential the provider should ensure that high quality resources are available for all children to enhance learning through play.

This should include but not be limited to authentic, open ended and loose parts materials to support staff to provide quality provocations and experiences and explorative and sensory resources for younger children to help children understand, learn and develop.

**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) and 'My care and support meets my needs and is right for me' (HSCS 1.19).**

**Children are supported to achieve 4 - Good****Nurturing care and support**

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

Nursery staff demonstrated a meaningful understanding of the nurture principles and used these in practice to deliver warm, kind and compassionate care. This supported children's wellbeing and helped to strengthen positive attachments and connections.

We observed staff providing nurturing touch and reassuring cuddles, helping children to feel more relaxed. This approach fostered secure relationships that positively impacted on children's health, wellbeing, and development. One parent told us, "I fully trust the staff team and know that my daughter is safe and well looked after. The most positive aspect is that my daughter feels nurtured and loves being at nursery".

Staff created an inclusive atmosphere where every child was safe, seen, and valued. Children experienced safe and sensitive care, guided by their wishes and parental requests, ensuring children's rights were respected.

Care routines were flexible and tailored to children's individual preferences and needs, including sleep and personal care. Consistent and predictable routines helped children to regulate their emotions.

Transitions were managed in a gentle, child-centred way to support children to feel safe and secure. They were carefully planned to reduce anxiety, ensure continuity of learning and help children adapt to new experiences and environments. Parents were fully involved in transitions and the life of the nursery by having the opportunity to engage with the manager and key staff providing care for their children.

These approaches helped children to develop confidence and self esteem.

One parent told us, "From meeting all staff within my son's room 2, it was obvious he was being cared well from the relationship he had formed with all staff. And how the staff were engaging with a clear reassurance of care throughout the room".

Children enjoyed mealtimes that were relaxed, unhurried and sociable. Staff valued the opportunity to connect with children through conversations while sitting at the table. Children were supported to develop their independence and life skills by self-selecting, and serving their snacks and meals. Meals were nutritious, culturally appropriate and reflected the 'Setting the Table' guidance. Water was available throughout the day to ensure children remained hydrated.

Children's welfare was promoted through personal planning linked to wellbeing outcomes. This supported children's individual needs, interests and development at their own pace. Staff implemented a child centred approach using observations, discussions with parents and appropriate activities to help children achieve their goals and targets.

Next steps for learning were identified in plans and learning journals. Risk assessments were developed for children who required them. Review processes were in place. This ensured that children received safe and responsive care.

Medication and health needs of children were identified, monitored, and managed in line with current good practice guidance. We asked the manager to ensure that the service policy and procedure reflected recent updates in Care Inspectorate guidance, 'Management of medication in daycare of children and childminding services'. They agreed to review the medication policy and procedure.

We found relationships with families were strong, respectful, and meaningful in the nursery. The team valued their connections with families and strived to create a warm, welcoming, and inclusive environment, mindful of cultural sensitivity and accessibility. The team actively embraced opportunities to engage with families in the setting and share children's achievements. Parents told us staff listened to them and made them feel heard and valued.

Parents told us, "Nursery always listens to any ideas or thoughts parents have" and "Always feel welcomed as a parent and child".

## Complaints

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

## Detailed evaluations

Leadership	3 - Satisfactory / Adequate
Leadership and management of staff and resources	3 - Satisfactory / Adequate
Children thrive and develop in quality spaces	2 - Weak
Children experience high quality spaces	2 - Weak
Children play and learn	3 - Satisfactory / Adequate
Playing, learning and developing	3 - Satisfactory / Adequate
Children are supported to achieve	4 - Good
Nurturing care and support	4 - Good

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