

Argyle Bridge Children's Nursery - Haddington Road Day Care of Children

8 Haddington Road
Tranent
EH33 1HW

Telephone: 01875 616 629

Type of inspection:
Unannounced

Completed on:
9 February 2026

Service provided by:
Argyle Bridge Limited

Service provider number:
SP2018013145

Service no:
CS2018367875

About the service

Argyle Bridge Children's Nursery - Haddington Road is registered with the Care Inspectorate to provide an Early Learning and Childcare service to a maximum of 43 children not yet attending primary school at any one time. Of those 43, no more than 13 are aged under two years.

The service is located in the town of Tranent and is provided from a converted residential building, with a safe and secure garden to the rear and courtyard/driveway to the front.

Children are cared for within four separate playrooms, across two floors.

About the inspection

This was an unannounced inspection which took place on 4 February 2026 between the times of 08:00 and 17:30. 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 using the service
- received 10 completed online questionnaires from families and 10 from staff
- assessed core assurances, including the physical environment
- spoke with staff and the leadership team
- observed practice and children's experiences
- 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.

Key messages

- A continuous approach to self-evaluation demonstrated a strong commitment to improve.
- Enabling indoor and outdoor environments promoted children's confidence, curiosity, and engagement.
- Opportunities beyond the nursery enriched children's connection to their local area and offered real life hands-on learning.
- Strengthening interactions in some playrooms would improve the quality of learning by enabling children to think more deeply, stay curious, and take part in richer experiences.
- Children experienced warm, nurturing care from a committed nursery team.
- Partnership working with families was as a key strength of the service.

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	4 - 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

Leadership and management of staff and resources

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.

The setting's vision, values and aims of being safe, inclusive, nurturing and child-centred were clear and meaningful. The caring, family-focused ethos was evident in the nurturing, respectful interactions observed. Families, staff and children helped shape the refreshed vision through consultation, ensuring it reflected their current needs. Children confidently described what helped them feel safe, such as holding hands, sharing and helping each other. Staff reinforced this through respectful language and offering choices. Families told us their views were 'valued' and described staff as 'kind', 'friendly', and 'caring'. This demonstrated a warm and inclusive ethos that valued families as partners. The service had developed visuals and the 'SINC' acronym to bring the aims and values to life for everyone. As a result, children experienced a consistent, supportive environment where they felt safe, valued and included.

Leaders had created conditions where everyone was confident to lead well-informed change and share responsibility for improvement. Changes were tailored to the needs and choices of children and families. Ongoing consultation with children, families and staff helped the service make timely, informed decisions. For example, children and families had chosen new playroom names and identified what resources they would like. Staff and children had worked together to develop enabling environments. Thoughtful and meaningful attention to detail made spaces feel homely, calm and welcoming. This created a nurturing place where children could play, learn and develop confidently.

Self-evaluation was strong and contributed to improvements made. Each playroom had a floor book that captured children's ideas, planned actions and progress. Children's views informed changes including lunchtime routines and the environment. Floor books captured how staff used best practice guidance and training to support children's communication, for example, 'British Sign Language' and 'visual' supports. This continuous approach demonstrated a strong commitment to improvement and led to better experiences and outcomes for children.

Ongoing quality assurance was taking place and had a positive impact on outcomes for children. Leaders had robust systems for monitoring and auditing the overall quality of the service, for instance, personal planning, medication, staff wellbeing, policies and procedures. As a result, children continued to benefit from a well-led service focused on delivering high quality care and learning.

Recruitment and induction was thorough, with new staff reporting feeling welcomed, informed and confident. Buddy systems, structured tools and supportive relationships strengthened early practice and relationships. Joint training with the sister service promoted consistency. Staff told us they were well supported personally and professionally. Wellbeing meetings and an open-door policy reinforced this. Leaders' focus on staff wellbeing contributed to a motivated and stable team. The team worked with respect and collaboration, using reflective practice to support one another. This positive, supportive culture strengthened staff confidence, drove improvement and contributed to secure, consistent relationships and positive outcomes for all.

Children play and learn 4 - Good

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.

Staff had a good understanding of child development and used best practice to enrich play. Professional learning and visits to other settings strengthened their skills and contributed to new ideas, such as the outdoor sandpit. Staff observed children's interests and older children had opportunities to share ideas. Staff used this knowledge to develop enabling indoor and outdoor environments that promoted confidence, curiosity and engagement. Babies and toddlers explored confidently in responsive, inviting spaces, often revisiting experiences, while older children solved problems, engaged in sustained, self-directed play and used their imagination playing with sand, water, loose parts and games. Thoughtful changes to play spaces increased children's focus, collaboration, and creativity. As a result, children were active, engaged and developing curiosity, imagination and social skills through meaningful play.

Older children enjoyed free-flow play indoors and outdoors, supporting their choice, wellbeing and physical development. They jumped in puddles, climbed on apparatus and had fun. Children were imaginative in their play. They used loose parts such as blocks, pipes, crates, wheels, and tyres to build, showing cooperation, turn taking and problem-solving skills. Planned times for outdoor play was provided for younger children. Outdoors they climbed the slide, rode bikes and scooters, transported resources and played in the den. Staff promoted safety and resilience through positive reminders and supportive responses. As a result, children developed physical skills, confidence, creativity and resilience through active outdoor play. The service acknowledged younger children could be provided with more opportunities for outdoor play. Reviewing daily routines for younger children and staff deployment at these times would contribute to supporting children's choice, physical development and wellbeing.

Community links and charitable activities such as the Christmas enterprise project, care home visits, library trips and walks to the shops encouraged shared experiences between children, families and the wider community. These opportunities enriched children's connection to their local area and offered real life, hands-on learning beyond the nursery. As a result, children developed confidence, social awareness and a strong sense of belonging. Families valued these opportunities and told us their children enjoyed regular outings, including walks, softplay visits and playing in the garden, which they often talked about at home.

Overall children benefited from warm, respectful and mostly skilful interactions that supported their play, learning and development. Literacy and numeracy were embedded naturally through play and routines. Staff interactions with older children were rich and supported problem solving, early maths and literacy. They listened to children's ideas, played alongside them and extended thinking with well-timed questions. Staff joined child-led games without directing them and used reflective language to support decision making and risk awareness, such as asking, "Does that feel safe?". Children also used counting and tally mark voting to make group decisions. These interactions supported children's confidence, communication and thinking skills. Younger children benefited from responsive, nurturing interactions through eye contact, mirroring, commenting, and gentle reassurance. Staff at times extended their ideas using developmentally appropriate questions. However, interactions did not always promote curiosity or challenge children's thinking. Routines and individual needs sometimes reduced opportunities for rich, sustained interactions. Strengthening interactions, reviewing routines, and improving staff deployment would help children experience deeper learning and richer play.

Children led their play and learning through a balance of planned and freely chosen experiences. Staff planned from children's interests and responded well to their ideas, helping children feel valued and respected. Floor books and observations showed how children's ideas shaped experiences to support learning. However, some observations were generic and not of high quality. Monitoring, assessing and tracking children's progress and next steps were at times inconsistent, limiting clarity about overall learning and development. Strengthening the consistency and quality of observations and next steps would contribute to clearer assessment and progress. This would ensure children experience meaningful, challenging learning that helps them develop a broad range of skills.

Families told us children's achievements and successes were shared regularly through open mornings, stay and play sessions, parents' evenings and updates on the digital platform. This helped them feel informed and involved in their child's learning and development.

Children are supported to achieve 5 - Very Good

Nurturing care and support

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.

Children experienced warm, nurturing care from a committed nursery team. Families agreed or strongly agreed that staff were kind and understood children's individual needs, with comments such as "staff are loving and really care for my child" and "they genuinely care about my child and their wellbeing." Staff offered comfort, reassurance and calm spaces when children needed support. They asked permission before helping, provided meaningful choices and used clear, consistent boundaries. Across the service, children were supported to regulate their emotions and form positive attachments. Staff demonstrated nurturing approaches that created a calm, secure environment where children felt emotionally safe, well cared for and confident to explore and express themselves.

Transitions throughout the day were managed well. Families shared positive feedback, noting that staff provided consistency in toileting routines and supported children to settle into sleep, including those with individual sleep needs. They commented that "Staff understood their child well and offered comfort and reassurance". Staff communicated effectively to support routines and maintain safe, consistent supervision. They used key information about children's likes, routines and strategies to provide sensitive support. For example, comforters for sleep, reassurance at mealtimes and support when moving around the building helped children feel safe and secure. Most staff skilfully combined care, learning and emotional support. This created a nurturing environment where children thrived, developed a strong sense of belonging and experienced positive wellbeing.

Snack and lunch routines were calm, nurturing and well planned. Mealtimes provided opportunities for children and staff to connect and enjoy conversation. Staff had reviewed mealtimes and made improvements, including rolling lunches. They had begun to reflect on the changes, including the shared use of the dining area. Staff encouraged children to try new foods, respected preferences and offered alternatives. Babies explored new textures and older children self-served and helped with confidence. The cook adapted recipes to meet dietary needs and prepared meals safely with family input. Water was freely available and staff encouraged hydration. These approaches helped children feel confident, included, and develop positive relationships with food, supporting their wellbeing.

Children's wellbeing was supported through effective personal planning. All families agreed or strongly agreed they were fully involved in their child's care and reviewing their personal plan. They told us staff kept plans up to date and provided regular progress updates. One family commented, "Staff ask for my input and opinions, I regularly review and sign this". Personal plans were rights-based. They valued children's individuality and reflected their strengths, needs and interests. Plans were developed and reviewed with families and when needed, other agencies. They included clear strategies to support each child. Staff used this information well in daily practice, leading to a more consistent approach in supporting children's overall development and wellbeing. This meant children received care and support that was right for them which helped them thrive.

Children's healthcare needs were met as procedures for the safe storage and administration of medication were followed. Staff kept accurate, up-to-date records and used best practice guidance to store medication. Leaders maintained strong oversight and ensured documentation was current and safely managed. As a result, children experienced safe, well-managed healthcare that supported their wellbeing.

Children were kept safe and protected from harm. Key procedures and child protection officer information was clearly displayed. Staff were confident in responding to, reporting and recording concerns. Recent scenario-based staff training strengthened this further. These approaches ensured strong safeguarding practice and protected children's wellbeing.

The service promoted strong, positive relationships with families and created a welcoming, inclusive homely environment. Families we spoke with, and those who responded to questionnaires, were positive about the service and the opportunities to be involved. One family commented, "The nursery is great at making parents feel involved in my child's nursery life". Events such as stay and play sessions, celebrations and open evenings strengthened connections, with one family describing the Halloween party as "epic." Staff used their knowledge of children's home lives to build meaningful relationships and support continuity in play and routines. The service gathered feedback from families through questionnaires, evaluated the responses, and shared the outcomes, showing how family views shaped future planning. Strong partnerships helped families feel listened to and included. This enabled staff to build loving, stable and trusting relationships with children that supported their growth and wellbeing. As a result, children experienced consistent, well-supported care between home and nursery.

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

The service should review the nappy changing facility used by the toddler room, to always ensure children's privacy and dignity.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'If I require intimate personal care, this is carried out in a dignified way, with my privacy and personal preferences respected' (HSCS 1.4).

This area for improvement was made on 31 May 2024.

Action taken since then

Staff respected children's privacy and dignity during nappy changing. The nappy changing area had improved, with a longer and higher privacy screen that offered better protection. The door was sometimes closed and at other times left slightly open so children could access the toilet independently. As a result, children experienced safe, dignified care that supported their independence and comfort.

This area for improvement has been met

Previous area for improvement 2

To ensure the safety of children, the service should keep an accurate, up to date record of all medication to be administered to children. This should be stored in line with best practice guidance.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'My care and support is provided in a planned safe way' (HSCS 4.14); and '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 codes' (HSCS 3.14).

This area for improvement was made on 31 May 2024.

Action taken since then

Improvements had been made to managing children's healthcare needs. Staff kept accurate, up-to-date medication records and followed best practice storage guidance. Leaders had strong oversight of medication procedures and checked that all documentation was current and handled safely. These approaches ensured medication was managed well and supported children's safety and wellbeing.

This area for improvement has been met

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	5 - Very Good
Leadership and management of staff and resources	5 - Very Good
Children play and learn	4 - Good
Playing, learning and developing	4 - Good
Children are supported to achieve	5 - Very Good
Nurturing care and support	5 - Very Good

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