

Wild Wellies Kindergarten Ltd

Day Care of Children

2 Manor Farm Cottages
Manor Loan
Blairlogie
Stirling
FK9 5QA

Telephone: 07803592712

Type of inspection:
Unannounced

Completed on:
24 February 2026

Service provided by:
Wild Wellies Kindergarten Ltd

Service provider number:
SP2023000511

Service no:
CS2024000318

About the service

Wild Wellies Kindergarten Ltd provides a daycare of children service in Stirling, Manor Loan. Working in partnership with the local authority, the service is registered to provide care to a maximum of 15 children at any one time, age from 2 years to those not attending primary school. The nursery is an outdoor kindergarten and consists of a large outdoor space, smaller indoor play space to give shelter, a lunchroom and indoor toilet facilities.

About the inspection

This was an unannounced inspection which took place on 23 February 2026 between 08:30 and 17:15. Feedback was shared with the service on 24 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 11 children using the service.
- Received eight completed questionnaires from families.
- Spoke with three parents and carers.
- Spoke with five 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, improvements were identified relating to core assurances. We have reported where improvement is necessary within Leadership and management of staff resources.

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

- Responsive, in the moment planning enabled children to lead their own play with confidence. As a result, children demonstrated high levels of engagement, independence and enjoyment in their learning.
- A rich outdoor learning environment supported children to develop problem-solving skills, curiosity, resilience and independence. This contributed positively to their overall development and supported children to take appropriate risks safely.
- Children experienced warm, nurturing interactions from staff who knew them well, helping them feel secure and supported.
- Self-evaluation and reflection on practice enabled leaders and staff to identify what was working well and what could be improved.
- Improved auditing and monitoring of personal plans is needed to ensure reviews occur within six months to enhance children's care and support.
- Compliance with a requirement as a result of a complaint has strengthened management's awareness of recruitment procedures. This has resulted in an increased awareness and systems being developed for safe staffing ensuring the requirement is now fully met.

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

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 clear vision, values, and aims, and staff demonstrated a strong understanding of the 'Be Brave, Be Kind' ethos. These values were evident in children's play and daily experiences, showing the vision was well embedded. The vision and values were clearly displayed for families and involving them more in shaping and reviewing these would strengthen shared ownership.

The improvement plan set clear priorities with a strong focus on self evaluation and understanding of guidance. Actions taken showed it was used effectively as a live, working document, supporting improved outcomes for children and families.

Quality assurance tools promoted purposeful reflection, with questions such as "What was the impact?" and "How do we know?" helping identify effective actions. The monitoring calendar supported structured evaluation. More focused playroom observations, including environments, resources, and interactions would strengthen understanding of how these influence children's experiences.

Medication audits, including three monthly reviews with parents, ensured information remained accurate. Accident and incident audits identified patterns and informed improvement. Strengthening care plan review systems would help ensure support remains aligned with children's current needs and guidance (see area for improvement 1).

Families were consulted, and their views informed planning. While meetings provided feedback opportunities, more robust systems for gathering and analysing views would better evidence how feedback leads to positive change. One parent noted, "Not sure of what has come out of discussions with parents," while another said, "I know the staff are willing to listen and open to suggestions."

Staff had opportunities to share information, reflect, and work collaboratively. One staff member said, "Management always welcomes and values any feedback given." Annual appraisals and monthly check ins supported wellbeing and confidence. Developing leadership roles and continuing to involve staff in self evaluation would further build confidence in leading change.

Staff accessed ongoing professional development. All completed the national induction resource, and mentoring supported new staff. One staff member shared, "Guidance and advice were given throughout my induction with regular feedback." Training aligned with improvement priorities and appraisal discussions, helping staff identify strengths and development needs. Another staff shared, "Training brought new ideas and ensured we were meeting the needs of the children." This strengthened understanding of best practice and supported high quality care.

Areas for improvement

1. Auditing and monitoring systems should be strengthened to ensure all children's personal plans are reviewed at least every six months, or sooner if changes occur. This will support compliance with legislation and ensure information remains meaningful and effective in meeting children's needs.

This is to ensure 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 4 - Good

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 outdoor setting provided a welcoming, well established environment with rich natural opportunities for exploration. Staff adapted the outdoor areas in response to children's interests, supporting confident engagement with nature. This reflective practice was evident in the improvement plan and actions taken to enhance outdoor learning.

Children had extensive space to run, climb, and develop their imagination. They played purposefully together, benefiting from real life experiences that supported resilience, development, and wellbeing. They were comfortable in their natural surroundings. Increasing loose parts and open ended resources indoors would further enhance creativity and problem solving across all play spaces.

Maintenance processes and risk assessments supported safe learning environments. The improvement plan showed a clear commitment to developing outdoor provision, with progress monitored over time. Parents commented positively, saying, "It's good to see continual improvements being made to the nursery grounds," and "None of the ample space is neglected." Daily checklists and walkarounds helped minimise hazards. Staff also involved children in assessing risks, building their awareness and decision making skills.

Staff demonstrated awareness of SIMOA, and visual prompts reinforced key safety messages. Children benefited from regular community and woodland visits, as well as planting and growing experiences, strengthening their connection to the local environment. Some children could identify natural foods that were safe or unsafe to eat. Further developing their understanding of sustainability would deepen this connection. High staffing levels and confident deployment supported safe supervision. Head counts, up to date registers, and effective communication ensured children were consistently accounted for; walkie talkies could further enhance communication.

Children experienced a clean, well maintained, and welcoming environment. Resources were in good repair, and strong infection prevention practices, including effective handwashing, supported children's health. Child sized furniture promoted comfort during snack and play, and staff consistently followed good hygiene routines.

Children also benefited from calm, comfortable spaces such as the outdoor chill area, reading areas, and the cabin sleep room, supporting rest and wellbeing. One parent shared, "They've been amazing at finding ways for my child to rest during the busy day ensuring they are rested, happy, and ready to engage."

Children's privacy was protected through secure storage systems, including a lockable filing cabinet and password protected devices. Parental consents were in place and followed, promoting trust and safeguarding of information.

Children play and learn 4 - Good

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 actively involved in leading their play, showing enthusiasm, confidence, and ownership of their learning. They moved freely between indoor and outdoor spaces, demonstrating independence and curiosity. Outdoors, loose parts and provocations supported problem solving and imaginative play.

Children were encouraged to be resilient, think independently, and assess risks. Staff supported them to try different approaches, with an effective emphasis on effort and the learning process rather than the end result. One parent said, "The location is ideal for young children to explore and have imaginative play as well as developing problem-solving skills." Another said "Focussed learning and free play, supports risky play, encouraging development of independence skills and social interaction. There are excellent health & wellbeing opportunities".

Planned observations were completed and informed next steps. One parent said. My child loves coming to Wild Wellies and he has grown and developed so much whilst being there." Children's ideas were captured through floor books, showing their voices were valued. Using SHANARRI emojis could help children better recognise their developing skills. Whilst observations informed next steps records would benefit from richer evaluative detail and clearer tracking over time.

Language, literacy and numeracy were well supported indoors and outdoors. Children engaged in mark making, role play, and hands on mathematical activities, including counting, measuring, and exploring 2D and 3D shapes. A parent said, "I am very grateful for Wild Wellies and the way they approach child development. "Staff extended STEM learning through timely interactions, skilled questioning, and opportunities for collaboration. One staff member shared, "Our ability to have nature not only on our doorstep but incorporated into everything we do is a huge advantage to a child's learning and development - we see the evidence of this each day."

Children's interests were extended through responsive interactions. A 'What's Next?' box could help build on emerging ideas recorded in the floor book. Existing provocations were effective, and further development would deepen curiosity and thinking. Children's successes were shared with families through an online platform and learning folders, helping parents engage with their child's learning. One parent said, "The App for updates can be inconsistent, some weeks lots of photos and sometimes you will go a few weeks without." More consistent monitoring systems would support fair and regular sharing of learning. Planned meetings gave families opportunities to discuss children's interests and needs and involving them in setting targets would empower them to contribute more fully to their child's learning and development.

Children are supported to achieve 4 - Good

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.

Positive, trusting relationships were clear between staff and children. Children sought adults for comfort, showing they felt safe and well supported. Staff knew individual children well and responded sensitively to their needs. One parent said, "all staff are very respectful to the children and very supportive to parents," and another shared, "Kind and warm staff who genuinely care about the children. I feel I can trust them fully." This helped children to feel nurtured and respected.

Children made choices at snack and lunch, with independence supported through food preparation and self serving. Although meals were nutritious, eating from lunchboxes sometimes led to rushed, less social experiences. Providing plates, water jugs, and staff sitting longer with children would have created calmer, more social mealtimes and supported independence. Children were given time, praise, and support when dressing for outdoor play, helping build their self help skills.

Nappy changing routines were warm and respectful, with staff asking permission and offering reassurance. Supporting children to close the outside toilet door would improve privacy and dignity. Staff engaged at children's level, using calm, positive language. They supported children to express their emotions and use self regulation strategies such as breathing techniques. One parent said, "In my interactions with staff I can see they really care about the children in their care."

Care plans outlined strategies to support children's care, interests, and learning, but it was unclear how often some information was reviewed. More regular reviews would ensure plans remain accurate and supportive. One parent said, "Don't think care plan it's as detailed and specific to my child as it could be." This was identified as an area for improvement within Leadership.

Staff created a warm environment for families, engaging with them at pickup and during stay and play sessions. Some families wanted more involvement opportunities. Outdoor learning was well embraced and reflected in communication with families. Efficient systems for storing outdoor clothing, children's individual work, and home learning materials supported organisation and a strong sense of belonging.

Children's experiences were shared with families through an online platform, allowing parents to comment and stay connected. Both formal and informal updates were provided. One parent said, "Staff are extremely welcoming and happy to have conversations which are not purely transactional. The communication is top notch."

What the service has done to meet any requirements we made at or since the last inspection

Requirements

Requirement 1

By 05 January 2026, the provider must ensure that children are safe and protected through the implementation of robust safe recruitment practices. To do this the provider must, at a minimum: a) complete all necessary pre-employment checks b) ensure PVG membership is current and relevant to the specific service in which the individual is employed c) ensure that registration with all relevant regulatory bodies is completed within the identified timescales, in accordance with current legislation and guidance.

This is in order to comply with:

Health and Social Care Standard 4.24: I am confident that people who support and care for me have been appropriately and safely recruited.

This requirement was made on 2 October 2025.

Action taken on previous requirement

All current staff have PVG in place and pre-employment checks have been completed. All staff have applied for registration or are registered with relevant regulatory bodies. Manager is aware that SSSC registration is within three months of starting a role and has put in place systems to monitor this.

Met - within timescales

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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