

# Hollandbush Nursery Day Care of Children

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Hamilton  
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**Type of inspection:**  
Unannounced

**Completed on:**  
20 February 2026

**Service provided by:**  
South Lanarkshire Council

**Service provider number:**  
SP2003003481

**Service no:**  
CS2003015302

## About the service

Hollandbush Nursery is a service provided by South Lanarkshire Council. It is a purpose-built nursery set in Hamilton. The nursery is registered to provide a care service to a maximum of 126 children not yet attending primary school. Of the 126 children no more than 20 can be aged 2 years to under 3 years.

The service operates Monday - Friday from 08:00 - 18:00, 52 weeks per year. Children can attend the service on a full-time or part-time placement. At the time of the inspection there was 185 children accessing this service.

The building provides spacious accommodation both indoors and outdoors which allows children the opportunity to develop their curiosity, imagination, creativity and physical development.

## About the inspection

This was an unannounced inspection which took place on 17-20 February 2026 between 08:00 and 17:00. The inspection was carried out by one inspector 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.

To inform our evaluation we:

- observed the children's experiences
- gathered feedback from 20 families
- gathered feedback from 20 staff using a survey
- spoke with the staff and management present during the inspection
- gathered feedback from two professionals who attended the service regularly
- observed staff practice in the playrooms and outdoor space
- 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. At the time of this inspection, improvements were identified relating to core assurances. We have reported where improvement is necessary within leadership.

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**

- Leaders had an ambitious vision for the setting which focused on the children and families being at the heart of the setting.
- Staff were skilled reflective practitioners and used effective techniques to evaluate what worked well and where improvements could be made.
- Children were having fun learning and freely choosing to play inside or outside, participating in a wide range of learning opportunities through play.
- The staff had a very good understanding of child development, use of theory, and good practice guidance, which enabled them to plan the right play and learning experiences.
- Children had a sense of belonging between their family and the setting, fostering a family centred culture and the opportunity to build strong relationships.
- The staff recognised the importance of nurturing relationships being essential in children's growth and development.

**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	5 - Very Good
Children are supported to achieve	6 - Excellent

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

## Leadership 5 - Very Good

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.

Leaders had an ambitious vision which focused on the children and families being at the heart of the setting. They had successfully incorporated the children and families voice, within the setting's aims. Leaders promoted a sustainable and shared vision. They were highly committed to ensuring children's rights, interests and needs were thoroughly embedded into the setting's practice. This enabled them to continually make changes and implement improvements, providing the highest quality care, play and learning.

Leaders had created conditions where staff, children and families confidently shared their views. Through effective communications they worked extremely well to ensure children's needs were met. Well-considered self-evaluation and strong leadership promoted reflective practices and the importance of continuous improvement. Leaders were well informed of best practice guidance and used research to measure the outcomes for children, identify strengths and further areas for improvement.

Staff were skilled reflective practitioners and used effective techniques to evaluate what worked well and where improvements could be made. Leaders empowered staff to feel confident making changes. Staff regularly undertook peer assessments, evaluated training and linked with other settings. Staff were a highly effective team leading projects and sharing good practice, not only within the setting but to the wider early learning and childcare community. Having highly motivated and skilled staff contributed to children receiving the highest quality care.

Effective systems were in place to support staff induction and continued development. Staff were given the opportunity to reflect on their progress, development and goals within the setting. These were shared with leaders and plans agreed to support their needs. Professional development reviews gave staff the opportunity to share their feelings, discuss their wishes and development needs. One staff member shared this had led to them leading parent workshops, improving parental engagement with children at home. Another staff member had contributed to work that helped further embed children's rights across the setting.

Daily checks and risk assessments were in place to identify possible risks to children and to ensure appropriate safety measures were in place. These included the facilities and children's experiences such as woodwork and other risky play opportunities. We identified a few areas that needed to be further considered for example, removal of string bags in cloakrooms. Leaders took swift action putting suitable temporary measures in place, with the intention to put longer term measures in place as soon as possible. As a result, the possible hazards we identified were removed, creating a safer place for children.

Staff were fully aware of children's medical needs. However, we identified a few improvements were needed to the administration of medication procedure (see area for improvement 1).

Leaders recognised the need to strengthen the planning systems used to meet children's needs. To ensure sustainable change within the setting and ensure high quality learning through play, they were working with a peripatetic teacher. We agreed these plans could further enable staff to sustain the high-quality learning through play we had seen in the playrooms. Having a meaningful improvement plan in place and a strong

ethos of continuous improvement should enable the setting to achieve their goals and aspirations for children.

### Areas for improvement

1.

To ensure the health and wellbeing of children the provider should ensure the settings management of medication policy and procedure follows best practice guidance. This should include, but is not limited to,

- consent forms to be completed providing accurate information for staff to follow
- consent forms should be stored alongside medications
- children's photos are clearly visible on storage bags
- agreement of who and how aero chambers will be maintained following product guidance outlined in leaflets.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS), which state that as a child, any treatment or intervention that I experience is safe and effective. (HCSC 1.24)

## Children play and learn 5 - Very Good

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.

Staff actively listened to the voice of children. Giving them independence and the opportunity to direct their own play. Children were having fun learning and freely choosing to play inside or outside and in the types of play they wanted to participate in. The children's daily routine incorporated meaningful and well-balanced play both inside and outdoors in the setting and in the local community. Children had access to well planned and inspiring opportunities to learn through play.

The staff had a very good understanding of child development, use of theory, and good practice guidance, which enabled them to plan the right play and learning experiences. The experiences and materials provided children with the opportunities to stimulate, challenge, and nurture their right to play and learn lifelong skills. Staff confidently told us how they supported individual children's needs. Staff were creative and responsive to children's imaginations and natural curiosity to learn. Having consistent key staff caring for children enabled them to be well informed of children's needs and provide the right strategies to support them.

Early learning literacy opportunities were embedded throughout the setting. As a result, children were having fun and growing in confidence in mark making and expressing themselves using various materials. Children were having fun problem solving and challenging their thinking in the block play area and exploring how things worked in the science, technology, maths and engineering zones. Staff were skilled communicators and were effective at facilitating children's learning through play. Meaningful observation and consultations with children, were carefully considered to enhance their engagement and learning experiences.

Children's voice was embedded throughout the setting. They were meaningfully involved in decision making and leading their learning through play. We discussed a few ideas to further involve children in their personal plans and the learning journals. Leaders agreed to consider these in the current review of

planning. Further enhancing the children's voice within their learning profiles could enable them to become more successful and confident contributors, leading their own learning journey.

Staff were responsive, caring and kind when interacting with the children and families. They were skilled communicators and used language to develop appropriate questioning, comments and extend children's thinking.

Staff worked in partnership with families and other professionals. This had enabled them to provide high quality experiences, meeting children's needs and personal preferences. This collaborative approach had created trust and understanding, supporting children to flourish and recognise they are important.

## Children are supported to achieve **6 - Excellent**

We evaluated this quality indicator as excellent where aspects of performance were outstanding and sector leading.

The setting was exceptionally welcoming and created an environment where children felt safe and secure. Children confidently moved around the setting selecting materials to play with. When needed they sought comfort and reassurance from staff and friends. We heard lots of laughter whilst children played. Staff recognised the importance of nurturing relationships being essential in children's growth and development. Being kind to others, showing love and making others feel happy was truly embedded. The children told us they liked coming to nursery as it was a good place to make friends. They shared they liked getting time to play with their friends and sitting with them at mealtimes. Children consistently experienced positive outcomes resulting in them feeling safe and secure within the setting.

Families were welcomed into the setting each day. Parents were extremely positive about how staff supported them and the importance of being welcomed into the setting. One parent shared how important the warm welcome from staff was, as it was the first adult interaction they had each day. We observed parents and staff having relaxed, informal but meaningful discussions at this time, building bonds and showing respect for families' individual needs. Staff were extremely passionate about ensuring children had the best start to their day. Every child was welcomed by name and with a smile.

Staff were exceptional at supporting children through changes in their lives. Highly effective strategies supported children when they started attending the service. Staff were skilled at recognising children's needs personalising their introductory visits. We observed staff continually giving reassurance and comfort to children, enabling them to build coping skills, resilience and a true sense of security. Key staff supported children during these times, building trust between them. Staff shared how they invited children in for the first visit and then planned alongside families how best to proceed. Staff had worked exceptionally hard to create a space where children's wellbeing needs were being met. Children were given the time and space to become familiar with their new surroundings, secure new attachments and become emotionally engaged to learn through play.

The setting had created well-being characters that were accompanied with stories and puppets. These were well-established characters such as Nurtured Nina, Nellie and Norris, which children used to enable them to express their feelings and emotions. The development of such tools showed staff's deep professional understanding of the principles of a nurturing approach, creating a truly nurturing environment that welcomed all. We were informed that many settings had visited to see these in use, to consider implementing similar practice. Having successfully embedded such tools, staff were providing exceptional outcomes for children, ensuring they had a strong sense of belonging and feeling safe and secure.

Children were calmly informed of changes within the daily routine such as when the snack or lunch was available. They were able to make decisions on when they wanted to eat meals, as the lunchroom was easily accessible and opened for the majority of the day, serving snacks and lunches. The children spoke highly of their experiences; they were excited to sit beside their friends and have meals together. Children had opportunities to choose from nutritious foods, and the menus considered children's personal preferences, cultural and dietary needs. Mealtimes were a sociable time of day and the children told us they loved the foods on offer. The setting's values and aspirations for children were evident when we saw them confidently making decisions about their day, navigating changes independently to meet their needs.

Each child had a personal plan in place which identified targets for them to achieve and suggested opportunities to support these. Staff had collaborated with families and other agencies when needed. Professionals who visited the setting told us the staff knew the children extremely well and were well informed about children's needs and strategies in place to support them. As a result, children were making steady progress and their successes were being celebrated.

Staff had attended training to strengthen their skills in supporting children. After attending emotional coaching training, they provided feedback to the training provider. Their feedback had been used to further strengthen the design of future sessions. This showed how the staff's reflective and professional approaches and considerations, were shared with other settings within the early years community.

Parents told us they were kept well informed about their child's progress. They really appreciated the work staff put into the learning journals, collating children's learning through play. Parents shared they were welcomed into the setting to participate in sessions on supporting children's needs. They shared they found these sessions extremely useful. Staff knew the children and families exceptionally well and were committed to providing the highest quality of childcare. This positive partnership working contributed to children receiving the care and support to reach their full potential.

Staff recognised the importance of collaboration with families, designating time to have regular interactions to discuss their child's experiences. Having those strong connections with families enabled children to have a sense of belonging between their family and the setting, fostering a family-centred culture and the opportunity to build strong relationships. We were confident that children and families would continue to experience excellent nurturing care and support.

## 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

<b>Leadership</b>	<b>5 - Very Good</b>
Leadership and management of staff and resources	5 - Very Good
<b>Children play and learn</b>	<b>5 - Very Good</b>
Playing, learning and developing	5 - Very Good
<b>Children are supported to achieve</b>	<b>6 - Excellent</b>
Nurturing care and support	6 - Excellent

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