

Treehouse Nursery - Uddingston Day Care of Children

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Uddingston
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Type of inspection:
Unannounced

Completed on:
24 February 2026

Service provided by:
Firm of Treehouse Nursery

Service provider number:
SP2003001433

Service no:
CS2003006327

About the service

Treehouse Nursery is registered to provide early learning and childcare to a maximum of 52 children, of whom 18 children are aged under two years, 10 children aged two years to three years, and 24 children aged three years to those not yet attending primary school. During our inspection 84 children were registered with the service.

The service is in partnership with South Lanarkshire Council to provide early learning and childcare. The service comprises of a two-floor building with children's playrooms positioned on the second floor. The premises has five playrooms, and also includes a kitchen, office and staff room. The service is close to local shops, amenities, and access to public transport. The premises has no designated outdoor space; however, is directly across from a public park and green space where children can enjoy a range of activities in the fresh air.

About the inspection

This was an unannounced inspection which took place on 23 and 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 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 and one of their family
- Gathered feedback from thirty one families through online questionnaires
- Spoke with staff and management
- 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, some improvements were identified relating to the core assurances.

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 leadership team demonstrated a clear commitment and capacity for change.
- Self evaluation using the "Quality Improvement Framework for Early Learning and Childcare" was at an early stage.
- Robust and effective quality assurance processes must be established to ensure standards are maintained.
- Children experienced spaces that continued to be developed by the team to ensure it was warm, welcoming, and stimulating for individuals needs and stage of development.
- The team must review infection prevention and control practices in the nursery.
- Children enjoyed weekly planned activities such as French lessons and football coaching.
- Staff knowledge and skills should continue to be developed to support effective observations and assessments of children's play and learning.
- All children experienced warm, nurturing and responsive care from staff.
- Relationships with families were strong, respectful, and valued.

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	3 - Satisfactory / Adequate
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

Quality Indicator: Leadership and management of staff and resources

We evaluated this quality indicator as satisfactory/adequate where strengths just outweighed the weaknesses.

The leadership team demonstrated a clear commitment and capacity for change. The manager, depute and staff were open, responsive, and reflective when engaging with suggestions and areas for development identified during the inspection. The service's vision, values and aims had recently been reviewed with staff and families, ensuring they were meaningful and shared across the setting. These values align closely with the SHANARRI wellbeing indicators, with a strong focus on respect. Values were evident in daily practice and contributed to a positive, nurturing environment for children and their families.

Self evaluation using the "Quality Improvement Framework for Early Learning and Childcare" was at an early stage. The manager outlined plans to support staff to engage with the challenge questions for each Quality Indicator, using the prompts "What are we doing? How do we know? What do we do next?" Embedding this reflective cycle will help strengthen consistency and deepen staff understanding of effective self evaluation. To support improvement, we encouraged the senior leadership team and staff to visit other nurseries to engage in professional dialogue, observe high quality practice and bring new ideas back to the team.

An improvement plan with clear priorities was in place. The next step for the team is to strengthen how they measure the outcomes and impact of planned actions to ensure a full and rigorous improvement cycle. Recently introduced leadership roles provided a helpful foundation for distributed leadership. Staff should continue to develop these roles in line with legislation, frameworks, and best practice guidance, with a strong focus on demonstrating impact on children's outcomes. Children's and familie's views were actively sought and contributed to ongoing improvements. As the service prepares for a move to a new venue, this presents a valuable opportunity to further strengthen meaningful participation and co design with families and children.

A quality assurance calendar to support continuous improvement had been created following our previous inspection. We found the processes were not yet regular, robust, or effective to ensure procedures were consistently followed to promote a high-quality environment, play and learning. During the inspection, we identified gaps in infection prevention and control, observations and next steps, the environment, resources, and provocations. While some tools, such as accident and incident audits, were used effectively, more comprehensive, and systematic monitoring, including of personal plans, observations and environmental reviews, needs to be firmly embedded to support sustained improvement. (See Area for Improvement 1).

Although informal monitoring and feedback processes were in place, a more formalised approach to observing, recording, and reviewing practice is required. When concerns or gaps in practice are identified, the senior leadership team should ensure clear "what next" actions are recorded, including support provided and evaluation of the impact of these actions.

Staff recruitment and induction followed current safer recruitment guidance, and the service made effective use of the national induction resource to support new staffs professional learning and development in the service. All staff were registered with the Scottish Social Services Council and were actively working toward relevant qualifications.

A positive ethos was evident within the team, with staff describing feeling supported by the senior leadership team. Health and wellbeing had been identified as a priority for the year, and staff expressed that they enjoyed working within the setting. This supportive culture provided a strong foundation for ongoing improvement. One staff member told us "My well-being needs are always fully met by leaders, they are very kind to all their staff and we are all a big family who help one another."

Areas for improvement

1. To ensure the quality of children's experiences are improved, the provider should implement robust quality assurance processes covering key areas of practice. This should include, but not be limited to, practice that supports children's care, play and learning.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS), which state, '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 3 - Satisfactory / Adequate

Quality Indicator: Children experience high quality spaces.

We evaluated this quality indicator as satisfactory/adequate where strengths just outweighed the weaknesses.

Children experienced spaces that continued to develop by the team to ensure it was warm, welcoming, and stimulating for individuals needs and stage of development. The team had reviewed plastic, older toys and resources and had begun to introduce more natural, open-ended materials based on the curiosity approach. Children and staff had also engaged in the SIMOA- Safe, Inspect, Monitor Observe, Act Campaign which supported a safe environment. There was a secure entry system to the setting that was managed well by the team.

The provider and manager had developed the changing spaces and toilets available for children following our previous inspection. The provider and manager responded promptly when we highlighted further areas requiring action, including exposed woodwork and safety considerations within the baby room changing area. We highlighted the care inspectorates 'Space to Grow and Thrive' to support the service in making improvements and setting standards in Treehouse Nursery.

During our inspection, we identified several infection prevention and control (IPC) concerns that must be addressed to ensure children experience high quality, safe spaces. These included the cleanliness of playrooms, toys, and resources. Although cleaning schedules were in place and signed by staff, they were not effective in maintaining the required standards. We advised the senior leadership team to introduce regular spot checks to ensure IPC expectations are consistently met in line with current best practice guidelines. We highlighted risk assessments required further review. While some were completed, others were not fully finalised, and staff were not consistently following mitigation measures outlined. Some parents who responded to our questionnaires noted issues with cleanliness and clutter in the nursery. The senior leadership team agreed to review these and discuss at team meetings.

Across the setting, children could move freely between rooms and spaces, choosing where and how they wished to play, and staff were responsive to their choices and interests.

On the first day of inspection, some areas of the playroom appeared sparse and not sufficiently inviting, with limited environmental print to support early literacy and numeracy. In the 3 to 5 room, reference materials and provocations lacked clarity and purpose. Staff should consider how play items and well-presented provocations, which are carefully selected materials designed to spark curiosity and deeper thinking, can enrich children's play and support more purposeful engagement. We asked the senior leadership team to review the breadth and balance of resources to ensure that all children are offered appropriate levels of challenge suited to their individual needs. (See Area for Improvement 1.)

Outdoor experiences were at times limited by access arrangements. However, sampling of floor books, WhatsApp updates and learning journals demonstrated that children benefitted from a wide range of outdoor activities across the year. The introduction of forest school had deepened children's learning and supported engagement in risk beneficial play. Many parents who responded to our questionnaires spoke very positively of the introduction of forest school. One parent told us "Forest schools is a great addition to the nursery". We asked staff to remain mindful of ensuring outdoor play reflects children's choice rather than operating solely within a group organised system for time outdoors. This would enable children to lead their play and learning indoors and outdoors without interruptions.

Information management within the service was well organised. The service was appropriately registered with the Information Commissioning Officer certificate and CCTV policy were in place, supporting safe and compliant handling of personal information. We encouraged the service to reshare this information with families following comments received by parents on our questionnaires.

Areas for improvement

1. To support children's play and learning, the provider should ensure the environment is supportive of children's play choices. This should include, but is not limited to, developing toys and materials to stimulate children's curiosity, creativity, and imagination.

This is to ensure care, play and learning is consistent with the Health and Social Care Standards (HSCS) which states 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).

Children play and learn 3 - Satisfactory / Adequate

Quality indicator: Playing, learning, and developing.

We evaluated this quality indicator as satisfactory/adequate where strengths just outweighed the weaknesses.

Children demonstrated confidence and independence by leading their own play and learning, supporting their overall development and wellbeing. Staff were observed engaging positively in play with children, with many interactions reflecting responsiveness and genuine connections that promoted a sense of excitement for children. Parents who responded to our questionnaires agreed their children could engage in a range of activities each day. One parent told us "The activities provided always seem varied and seasonal".

Children in the under three rooms could engage in a variety of schematic and sensory play that enhanced their play and learning.

Children and staff read stories; sung songs and each child was given the opportunity to engage in baby massage sessions. Staff were attuned to children's verbal and nonverbal cues and responded with patient and kind interactions. This supported children to develop skills in language communication and movement.

Opportunities to support children's language, numeracy and thinking skills was supported by some effective questioning and commenting by some staff in the 3-5 rooms. Children enjoyed listening to stories, where staff encouraged children to predict what might happen next. Children engaged in weekly French lessons which supported them to learn a new language. One parent told us "The extra French class is a highlight for my child". We found there were some missed opportunities to extend children's play and learning. The senior leadership team should continue to support staff to develop their skills, confidence, and knowledge in supporting and extending children's play which would support consistent care standards. (see Area from improvement 1).

A balance of adult initiated and child led play was emerging in the service. Staff in all rooms sensitively supported children's exploration, responding to their interests and cues. Children enjoyed engaging in weekly football lessons with a coach. Supporting their balance, coordination and motor skills. Strengthening the use of carefully planned provocations linked to children identified next steps will help extend learning and ensure appropriate breadth, depth, and challenge. While the environment offered a range of materials, further development is needed to ensure consistently stimulating spaces rich in resources, including multicultural, are available to children. We encouraged the team to review and reset areas throughout the day to ensure they remain inviting and enticing for children attending.

Intentional planning approaches were developing, and staff were responsive to children's needs, interests, and requests during our inspection. Four weekly planning sheets were created by each room which outlined ideas and activities that would be available to children. We discussed how strengthening the links between observations, next steps, and the opportunities & experiences (O&E) would support progression across the curriculum in line with national guidance.

Children's voices were evident in planning through the use of floorbooks. We found children's sparks or interests were recorded alongside photos, supporting them to revisit and reflect on their learning. Floorbooks showed an improved understanding of the responsive planning cycle, and the team should continue to embed this practice to further strengthen the cycle and support positive outcomes for children.

Observations and assessments of children's play and learning were inconsistent across the service. Learning journals for some children had limited information within them, with gaps in next steps and learning documented. This meant children's success and achievements were not being shared and celebrated with parents regularly or consistently. The service had identified gaps in staff knowledge and confidence in this stage of the process. Plans to support staff were at the early stages of development and were not yet having an impact on outcomes for children. We agreed the focus should be to support staff in delivering planning approaches that were responsive to the developmental needs and interest of children. (see area for improvement 1)

Areas for improvement

1. To support staff to develop their skills, knowledge and understanding of children's play, learning and development, the provider should arrange for staff to undertake related professional development activities. Staff should then reflect on their learning and embed it in their practice.

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

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.

Children experienced warm, nurturing, and responsive care that supported their confidence and sense of security within the nursery environment. Staff built trusting relationships with children, enabling them to form friendships with peers and strong, positive connections with adults. These relationships promoted children's wellbeing, growth, and development. Care and learning routines were delivered with sensitivity, kindness, and compassion, ensuring children consistently received emotionally attuned support. All parents who responded to our questionnaires highlighted the staff warm, welcoming and nurturing approaches. Parents told us "Staff all care about your child", "staff are all very friendly and knowledgeable", "The staff, they are like an extension of our family". "Staff always so friendly, helpful, approachable & accommodating".

Children's transitions had been thoughtfully considered to support the children and their families while they settled into the service or when moving between rooms. Staff demonstrated a strong understanding of each child's care and support needs and responded effectively to both their physical and emotional wellbeing. Consistent relationships and clear communication between staff and families supported smooth transitions. One parent told us about the benefit of this approach for them and their child due to the flexible, individualised, and extended settling in period they received from the nursery team.

Personal plans were developed and reviewed in partnership with families, enabling staff to provide care that was tailored to children's individual needs. Plans were linked to the SHANARRI wellbeing indicators and reflected children's preferences, routines, and support requirements. For children with additional support needs, clear strategies were in place, developed with input from other professionals where required, ensuring care remained responsive and effective.

Care routines were adapted sensitively throughout the day to reflect the needs of individual children. In the under-three room, sleep routines were calm and well supported, with personal bedding and gentle reassurance helping children feel secure. Staff demonstrated awareness of children's medical needs, ensuring medication was stored and administered safely.

Mealtimes were relaxed, sociable experiences that respected children's cultural and dietary needs. Food provided was nutritious and aligned with national guidance. One parent told us "Food is brilliant and fresh". Another parent told us "They have fantastic selection of nutritious food that is made on-site".

Staff sat with children, offering warm, encouraging interactions that promoted independence, self-help skills, and meaningful social conversations. The team were encouraged to continue reflecting on mealtime practice to ensure the experience remained consistently rich and responsive rather than task focused.

Relationships with families were strong, respectful, and valued. Families highlighted the nurturing approach of staff and the positive, welcoming atmosphere within the nursery. Since the previous inspection, engagement with families had increased, with drop off and collection now taking place directly from the playrooms and opportunities for stay and play sessions strengthening partnerships between home and nursery. One parent told us their relationship with staff was "very positive, very caring and trustworthy".

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

Requirements

Requirement 1

By 1 January 2024, the provider should submit an action plan detailing how they will make changes to children's toilet and changing facilities. To do this, the provider must detail within the plan how they will:

- a) ensure there are enough changing facilities for the registered number of children using the service
- b) ensure there is a separate changing area for children aged under two years
- d) ensure changing areas support children's personal care to take place sensitively, supporting privacy and dignity
- e) ensure toilet areas for children support privacy and dignity.

This is to comply with Regulation 4(1)(a) (Welfare of users) and 10(2)(d) (Fitness of premises) 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: '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 requirement was made on 14 October 2024.

Action taken on previous requirement

The provider and manager had developed the changing spaces and toilets available for children following our previous inspection.

We found there were now enough changing spaces to support the number of children attending.

A separate changing space for children under two years had been created. Adaptations to the toilet facilities supported children privacy and dignity.

Met - within timescales

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	3 - Satisfactory / Adequate
Leadership and management of staff and resources	3 - Satisfactory / Adequate
Children thrive and develop in quality spaces	3 - Satisfactory / Adequate
Children experience high quality spaces	3 - Satisfactory / Adequate
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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