

# Jaybees (Childcare) Limited Day Care of Children

Blacklocks Vennel  
Lochmaben  
Lockerbie  
DG11 1NP

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**Type of inspection:**  
Unannounced

**Completed on:**  
17 March 2026

**Service provided by:**  
Jaybees (Childcare) Limited

**Service provider number:**  
SP2008010167

**Service no:**  
CS2008190761

## About the service

Jaybee's (childcare) Limited is a day care of children service and is located in Lockerbie within the Dumfries and Galloway area. The nursery is situated within its own large building with access to enclosed outdoor areas. The nursery is registered to provide a care service to a maximum of 118 children at any one time. Of those 118: no more than 32 may be under three years of age of whom no more than 18 may be under two years and no more than 30 are attending primary school.

The service is situated close to some local amenities such as, local shops, school, parks, nature walks and large playing fields. Children had access to dedicated play spaces within the building, their own toilet facilities, kitchen area and additional rooms for group activities.

## About the inspection

This was an unannounced inspection which took place on 16 and 17 March 2026 between 09:00 and 18:00. Feedback was shared with the service on 17 March 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 children using the service
- received 45 completed questionnaires from families
- received 20 completed questionnaires from staff
- spoke with 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, 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
- 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 service had developed meaningful aspirations and values in consultation with staff, families and children.
- Staff felt confident, empowered and supported to lead improvements within the service.
- Children and families were actively involved in the life of the nursery and their views influenced change and improvements.
- Children had opportunities to explore outdoor play daily which supported their overall health and wellbeing.
- Children benefitted from warm and nurturing care and support from a staff team that knew them well and understood how to ensure they were challenged in a way that was right for them.
- Children's personal plans were effective in ensuring they gathered appropriate information to ensure staff could meet children's changing needs.
- Families were involved in the life of the nursery which strengthened links between home and nursery for children.

## 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	5 - Very Good

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

## Leadership 5 - Very Good

Quality Indicator - 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 service had developed a meaningful aspiration, vision and values that reflected the service. For example, the aspiration is to promote in all babies and young children a sense of belonging. These had been developed in consultation with staff, children and their families. A parent shared, "We are asked to give our views and opinions". This helped families to feel valued and listened to.

Children benefitted from a staff team who were committed to creating an environment where staff felt empowered to lead well-informed change. Staff shared that they felt encouraged to take areas that they were confident in or passionate about and develop this within the service. This meant that leaders created an environment where staff felt valued, respected and a culture of inclusion had been embedded.

Children and families were consulted and involved in identifying areas for improvement. A parent told us, "there are parent forums, after events Jaybees seek parents feedback to seek ways to improve". Another parent shared, "my views are sought through the parent forum, suggestion box or just general chatting to staff". An improvement plan had been developed where two priority areas had been identified. The service shared with families how each priority would improve their children's experiences. This meant that areas identified were meaningful to all who used the service.

Quality assurance systems supported the service to enhance children's daily experiences. Detailed calendars supported the service with monitoring of required tasks to be completed within appropriate time scales. For example, reviewing of personal plans at least every six months. Clear policies, procedures and risk assessments further supported the management team with the smooth running of the service.

Children's outcomes and experiences were positively impacted through meaningful and regular self-evaluation processes. All staff contributed to self-evaluation and reflections within the service. A staff member told us, "we vary much adopt a team approach to our self-evaluation as we all have different strengths that we recognize and value". Another staff member shared, "we take a team approach to evaluation and ensure that parent/carers, children and other agencies are all part of this." These processes supported the staff team with embedding a culture of continuous improvement.

Monitoring systems in place supported the staff team with improving their practice and highlighting gaps and trends within areas of the service. Staff recruitment processes followed best practice, which helped keep children safe. A robust induction programme was in place where staff had mentors to support them. A staff member told us, "during my induction, I had regular meetings with my mentor to discuss how I was feeling about my role and what I needed support with". Another staff member shared, "I have enjoyed being a mentor to new staff members". Together, these approaches supported high-quality outcomes for children.

## Children play and learn 5 - Very Good

Quality Indicator - Playing, learning and developing

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 were engaged in quality play and learning experiences throughout their play spaces. Children were motivated and engaged by a range of stimulating and high quality resources that interested them. A staff member told us, "the resources are of a very high standard, maintained and replaced when needed". Another staff member shared, "we have a wide range of resources and are able to pull different resources to help meet developmental milestones and aid learning". As a result, resources offered children appropriate challenge which enabled them to thrive in a way that was right for them.

Children's individual needs and interests were considered when they were engaged in activities or when exploring their play spaces. Staff were skilled in using innovative and creative approaches to engage children's imagination. For example, offering craft activities on low tables for younger children to access as they wished or developing the woodwork area by adding new tools to explore. Staff interactions were consistent to support children's learning. They were down at children's level and engaged in play where they asked open-ended questions. This helped children to develop their problem solving skills and confidence within their play.

Language, literacy and numeracy opportunities were threaded throughout the environment. Pictures and signs were displayed next to words or statements. For example, when an article from the UN Convention on Rights of a Child (UNCRC) was displayed, pictures of what that particular article meant were displayed alongside the statement. This helped children to develop an understanding of their rights and life skills in a meaningful way.

Children's pace of day mostly supported them with their choices. Free flow access to the garden for all children helped them to develop their interests further and supported their overall wellbeing. A parent told us, "my child loves outdoor play and always has the opportunity to be outside to play and in the garden or out in the community". Another parent shared, "they always get the opportunity to play outside or go for walks". We discussed with the service to be mindful of when stopping play before and after mealtimes, and how this can impact on children's choice. The service had identified ways they could improve these experiences for children.

Children were at the centre of all planning and staff were skilled in recognising strategies in children's play. Weekly planning sheets were developed through children's interests and previous next steps that had been identified. Floorbooks were used to celebrate children's learning, activities and experiences they had taken part in. Regular observations were taken of children's significant learning and meaningful next steps had been identified. These were revisited and shared with families at least once a term. A parent told us, "focus week child in the Pre School gives a good insight into their learning across the curriculum". This meant that children were supported to achieve in a way that was right for them and kept their families informed of their developments.

## Children are supported to achieve 5 - Very Good

Quality Indicator - 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 and responsive care that fostered their wellbeing. Staff were sensitive to children's needs and ensured that children were included in activities and daily experiences. These approaches supported children's growth, development and helped them express their needs.

Children's privacy and dignity were respected while they attended the service. Personal care routines were carried out in separate areas for individual children. Older children were empowered to be independent when accessing these areas, such as the toilet. Children were observed to be reminding each other to close doors when in cubicles or when the toilets were not in use. This meant that children felt secure and safe while carrying out personal routines and have developed an understanding of privacy.

Children benefitted from food choices that were safely prepared and nutritious. Best practice documents were used when developing meal plans. Children's choices were also gathered and these influenced snack options. Most mealtimes were a sociable and relaxed experience for children. Children were encouraged to be independent and were able to eat in spaces that reflected their developmental stage. For example, children sat at tables that were low enough for children to feed themselves and chairs that supported them to sit comfortably. Through discussions with the management team, they had identified ways to develop these experiences to ensure all children's mealtimes were calm and relaxed.

Children had areas to rest and sleep while they attended the service. Within the older children's room comfortable cushions, blankets and low lighting in areas helped to create welcoming and relaxing spaces. Younger children's home sleep routines were reflected within the service. A parent told us, "the staff are more than happy to adapt nap times where needed". The use of comforters helped children to settle and relax when they needed to. We discussed with the service to consider some children's sleep arrangements, such as the use of buggies. The management team were in the process of identifying appropriate resources, such as low beds for children to use rather than buggies. This would further support the staff to ensure all children were kept safe and were not restricted while they rested and slept at the service.

Children's health and wellbeing is supported through the use of effective personal plans. They gathered important information, such as individual needs, likes, wishes, emergency contacts, medical and dietary requirements. Best practice guidance was used to support the staff team with ensuring information gathered from families were accurate and helped them to meet children's individual needs. Older children took ownership of their plans and reviewed them with staff and their families to ensure they were accurate. These reviews were carried out at least every six months. A parent told us, "Jaybees are good at asking us to complete a care plan about individual children and what targets we would like to work towards". Another parent shared, "I have six monthly reviews with my children's link person and can do this either in person or over the phone". Other professionals were involved in reviewing of strategies and risk assessments for individual children. This meant that information and support offered to children and their families were meaningful and helped them to achieve.

## 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

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

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