

Ferryfield ELCC Day Care of Children

Ferryloan
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Type of inspection:
Unannounced

Completed on:
17 March 2026

Service provided by:
West Dunbartonshire Council

Service provider number:
SP2003003383

Service no:
CS2003014727

About the service

Ferryfield ELCC is provided by West Dunbartonshire Council and is registered to provide a care service to a maximum of 44 children not yet attending primary school at any one time.

- no more than 10 are aged under 2 years
- no more than 44 are aged 2 years to not yet attending primary school full time.

The accommodation is comprised of two large connecting playrooms for older children, one playroom for younger children, a sensory room, a lunch room, family room and changing/toilet facilities. Three enclosed outdoor areas offer children opportunities for outdoor play.

The service is based in stand-alone facilities in Alexandria in West Dunbartonshire and can be accessed by foot, car or public transport. The service is near several local primary schools.

About the inspection

This was an unannounced inspection which took place on Thursday 12 March and Friday 13 March 2026. 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.

In making our evaluations of the service we:

- spoke with six people using the service and 12 of their families
- spoke with 13 staff and management
- observed practice and daily life
- reviewed documents
- spoke with visiting professionals.

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 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

- Children were happy, confident and safe in the setting. Families received a warm welcome and valued the positive relationships formed with the staff team. Staff were warm, caring and nurturing which allowed children to feel safe and secure.
- Staff had increased their confidence in planning to meet children's needs, as a result of this children were well supported to enjoy a range of interesting activities both indoors and outdoors.
- The team had made huge improvements to the layout and presentation of the playrooms. Children had increased access to sensory and natural materials. The atmosphere was calm and inviting. Children were more focused and engaged in their play.

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	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 4 - Good

Quality indicator: Leadership and management of staff and resources

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 leadership and staff team were working to embed a shared vision focused on high standards rooted in nurture and reflecting the needs of children, families and the local community. Families had been consulted on the development of a clear vision, values and aims statement which was displayed for all to see.

Since the last inspection, the leadership team had demonstrated a commitment to improvement and to working more collaboratively with staff to provide more effective support to families and children. The staff team had established a warm and welcoming ethos which was valued by families.

Priorities for improvement for the setting were set out within the service improvement plan, which was underpinned by relevant local and national guidance and legislative frameworks. Significant improvements had been made across the setting which had resulted in a measurable, positive impact on outcomes for children and families.

The leadership team needed to review the setting's policies and procedures to ensure these reflected changes to national and local guidance.

Staff were building confidence and recognised the important role they played in self-evaluation. Staff were becoming familiar with A quality improvement framework for the early learning and childcare sector and had begun using this document to evaluate aspects of the service. This was a positive step towards creating a culture of self-reflection and evaluation. Continued engagement with these tools and capitalising on opportunities for whole team reflection, would help to embed a robust improvement cycle that underpinned positive change.

To date, changes and improvements had been paced at a level which was effective and manageable. Staff were keen to discuss individual leadership areas and highlight the developments and improvements introduced and the impact of these on children. The leadership team needed to continue to strengthen and build trusting relationships with staff, recognising the importance of valuing and respecting their input.

There was now a clear allocation of roles for monitoring, with more effective monitoring systems in place to assess quality across the setting. There was scope to enhance some aspects of this monitoring by placing greater emphasis on the quality of outcomes.

The leadership team demonstrated a commitment to working collaboratively with children and families and had made good progress in improving family engagement in the setting. Families valued their access to the holiday playschemes, which were established last year. These enabled children, siblings and families to come together as a community within the setting to experience a range of experiences and activities. Families were invited to attend weekly Bookbug sessions and a range of other events. During our visit, families were celebrating Mother's Day with afternoon tea with their children in the lunch room. Families told us:

"They had a nursery summer play scheme on for 4 weeks in the summer on a Wednesday involving all the families and siblings welcome to come. We have been invited to stay and plays, questionnaires asking what they could do to develop and if they could improve on anything and would we like to be more involved."

"The staff are caring and kind and go out of their way to support us as parents. Recently I attended their Mother's Day afternoon tea which was wonderful. They put a lot of effort in to get to know my child, and they are always there with a listening ear. They will always try and support me where possible."

Children's interests and voices were captured through observation and used to inform the planning process. Some early work had taken place to reflect children's rights within the service. Families told us that they were very happy with the service and knew how to make comments and suggestions. They were regularly asked for their views and comments on the quality of the service. The views of families would have linked into the improvement cycle more effectively through a stronger focus on open-ended questions and suggestions for improving.

Effective induction processes ensured new staff were equipped to work well within the setting. The lead practitioner provided effective mentoring to new staff and was very visible within the playrooms to offer support with role modelling, for example. Staff appreciated this proactive approach.

Quality indicator: Staff skills, knowledge, values and deployment

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 setting was appropriately staffed each day to ensure the wellbeing of children in the service. Staff recognised the importance of compliance with prescribed adult: child ratios indoors and outdoors to keep children safe. Effective arrangements were in place to ensure that occasional staff absences and vacancies caused minimal disruption to children's care.

Staff told us they felt their contribution to the service was more valued. They felt better supported in their roles, benefiting both from the support of their colleagues and the accessibility of the leadership team and education support officer. The team was working much more effectively together and demonstrated very positive communication within the service and with families. Staff placed increased value in the support of their peers in their daily routine. Enhanced staff relationships had made an important contribution to the increase in effectiveness of the service. Staff had a shared vision for the service and enjoyed their roles more, valued their relationships with children and families and wanted to have fun at work. Families found staff approachable, friendly and happy to help.

Staff communicated effectively with their colleagues throughout the day in a way that was sensitive to the needs of children. Staff worked co-operatively together to ensure effective supervision and positive engagement with children across the day. The continuity of care across the day made for smooth transitions for children. Children were safe and well-supervised.

Since the last inspection, the team had participated in a comprehensive range of training and development opportunities which had refreshed their skills and underpinned their experience. This has led to improved outcomes for children. While there was some minor reflection on their learning, we suggested that staff would benefit from more meaningful reflection on the impact of their learning on both their practice and outcomes for children.

Throughout our visit, staff treated children with respect. Children had very positive relationships with staff. Staff knew children very well and responded considerately and patiently to their needs, conversations and questions. Interactions were well-timed and enhanced children's experiences. Staff were fun, enabling and empowering children to feel secure within the setting.

Families valued the relationships their children had with staff and commented:

"I feel very comfortable leaving my child at nursery with the staff. My child is happy and having lots of fun while learning."

"The staff are amazing with the children and go out their way to make our journey as well as the kids' enjoyable."

"I have a great relationship with staff members. Always engaging in conversations relating to my child and they seem genuinely interested about their wellbeing and development."

All staff were appropriately registered with the regulatory body, the Scottish Social Services Council (SSSC) and understood their responsibility to adhere to the relevant professional codes of practice.

Children thrive and develop in quality spaces 4 - Good

Quality indicator: Children experience high quality spaces

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.

We found that the setting had greatly improved since the last inspection. It was welcoming, comfortable and furnished to a high standard with good natural light and ventilation. The accommodation was clean, well-maintained and attractive. This reinforced the strong message to children and their families that they matter. Families told us:

"The nursery is safe with lots of different areas to explore. The garden is a favourite."

"The setting has extra security measures in places and so I know my [child] cannot exit the setting or unauthorised persons gain access to [them]. The setting is child proofed coupled with careful staff observation so I know [they] are not at risk of harm."

Children were confident, safe and secure in the setting and moved freely between playrooms. With the support of staff they were able to access the outdoor area daily. Children and families enjoyed a warm and personal welcome to the setting each morning.

The welcoming entrance hall, providing useful information for families, underlined the welcoming ethos families received as soon as they came through the door from ancillary and care staff. Staff had worked hard since the last inspection and had been successful in creating a calm and relaxed atmosphere throughout the setting. Families valued the warm welcome and commented:

"Staff are welcoming from when we are arriving in the morning at the front door. All staff are happy and smiling when we go in the rooms. Staff give feedback at the end of the day."

"Staff are very approachable and friendly. We are welcomed every morning with staff at the front door."

"Janitor is always so welcoming and so are play room staff!"

Children could freely explore their environment in the knowledge that comprehensive risk assessments were in place and staff understood how to keep them safe. Staff were now more confident with the arrangements that were in place to ensure children's safety and supported children to keep themselves safe. Staff recognised the benefits children derived from setting their own safety limits, where age-appropriate, and participating in risky play.

The outdoor areas had been developed and were now resourced to provide children with more fun, stimulating and interesting experiences. For example, interesting and age-appropriate climbing apparatus, slides and trikes offered children opportunities to develop their gross motor skills. Access to sand and water play offered opportunities for sensory experiences.

Playrooms were laid out more attractively and effectively with high quality resources. Staff had taken time to ensure areas were interesting and appealing to children. Children could self-select from resources at child height. A variety of natural and sensory resources were available to foster curiosity, imagination and creativity.

There were effective systems in place to control and prevent the spread of infection within the service to protect staff and children. Nappy changing facilities complied with best practice guidance. Children and staff demonstrated good hand-washing practices and children were learning how this helped to protect them from germs. Child-friendly handwashing visuals within the children's toilets and singing songs reinforced these messages.

Appropriate systems were in place to manage documents and electronic information in line with general data protection requirements managed by the local authority.

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 demonstrated high levels of engagement, curiosity and enjoyment as they explored the wide range of resources and provocations available both indoors and outdoors. We observed children engage in interactive stories, malleable play with playdough, active play on small climbing equipment, stacking and building with block play. Staff were mindful to refresh and reset areas across the day to maintain children's interest and curiosities.

Families told us they valued the range of play opportunities available for their children and told us:

"[Staff] always have different wee stations set up so the children have a range of things to choose from. They aren't made to sit and do things they aren't interested in."

"The nursery has lots of experiences inside and outside which is great and my child loves being outside and being messy."

"Most recently my child developed a fascination with ducks and their keyworker planned activities around a farm topic. This was greatly appreciated and showed me how much staff wanted learning to be child led through play on a topic my child is really interested in. My child was exposed to more vocabulary and learning."

Schematic play opportunities were evident across the playrooms and were appropriately matched to children's stages of development. Staff demonstrated pedagogical understanding by sensitively extending children's play through experiences such as rolling, trajectory and stacking. The freedom to transport materials around the playroom enabled children to deepen their play, develop independence and follow their emerging interests. These rich learning opportunities effectively supported children's cognitive development and growth in a fun, stimulating and purposeful way.

There was an effective balance between child-led and adult initiated experiences. Staff were responsive to children's interests and used these as starting points to introduce new challenges, extend thinking and spark curiosity. Interactions were purposeful and supported children in their learning and development.

The setting had been chosen to represent the local authority in a pilot for The National Early Language and Communication (NELC) project, which aimed to improve early speech, language and communication for children from pre-birth to school age. Opportunities to develop early language, literacy and numeracy were embedded across the playrooms. Children accessed a variety of open ended and sensory resources, books, songs and environmental print. Staff encouraged children to participate in songs, nursery rhymes and word games to develop their vocabulary in planned and spontaneous activities throughout our visit.

Home link bags had been thoughtfully put together to empower families to participate in play activities with their children at home to support their learning and development. These were proving to be very popular.

Staff were caring, responsive, respectful and nurturing in their interactions. They engaged at children's level to support communication, thinking and sustained play. Staff demonstrated a good understanding of child development and were skilled in adapting their practice to meet individual needs. They responded effectively to children's verbal and non-verbal cues to ensure all children were included in play.

Staff discussed a growing confidence in planning for learning which reflected children's ideas and interests and demonstrated how staff responded to and promoted creativity, inquiry and curiosity.

Learning journals and ClassDojo were accessible to children and families. Learning journals focused clearly on individual children, highlighting learning, progression and next steps for children. These learning journals were shared by staff, children and families highlighting the importance of collaborative working. During our visit, some children enjoyed looking through their journals with us, enthusiastically pointing out their photos and using their developing language skills to tell us what they had done.

Families enjoyed seeing and hearing about their children's progress. Some commented that they would appreciate more opportunities for valuable feedback. They told us:

"There are regular reviews of my child's personal plan which is in a folder in [their] room which I can access anytime. This is regularly updated with nursery developments alongside photographic and observation evidence. Opportunities are made to review targets and make any necessary changes I have."

"I think there could be more individual updates on dojo."

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 received nurturing care and support from staff who knew each child and family very well. Staff were warm, caring and loving towards children. They were responsive to children's individual needs, treating them with respect and sensitivity. Children were cuddled, sat on staff knees and babies were rocked gently until they were asleep.

Each child's individual needs were documented well through personal plans that had been developed in close conjunction with families. This reinforced the commitment of staff to working in collaboration with families to obtain information about children's health, safety, wellbeing needs and individual care routines. Staff set wellbeing targets for children in partnership with families to ensure their wishes for their children were respected. Arrangements were in place to ensure these wellbeing targets were reviewed with families on a termly basis.

Families valued their involvement in working with staff to develop meaningful personal plans for their children and commented:

"Care plan filled in when my child started nursery, a 6 week settling meeting with their keyworker to let us know how [they] were settling and progressing in nursery. Since returning from summer we have completed new care plans to update the information and set targets with their keyworker."

"[We] update plans as needed."

"There are meetings to update me on how my child is doing in nursery every few months and if anything has changed with my child they put it in the care plan and let other staff know as well."

"We set targets with my child's keyworker and review them and have parents' meetings and daily chats at drop off if need to change anything it's updated there and then."

Effective arrangements were in place to ensure that children requiring additional support, received the right support at the right time in a way that was sensitive to their needs. Effective partnership arrangements were in place with external agencies and professionals, facilitating joint working to meet children's identified needs and support children to realise their potential.

Children were well-supported and were making very good progress.

Children enjoyed healthy snacks and meals. Snack times were pleasant and sociable with opportunities for children to make choices and develop independence skills. The youngest children enjoyed a pleasant, calm and unhurried lunch within the familiar setting of their playroom. Older children had lunch in the dining room. Children ate well and were comfortable with the lunchtime routine. Staff chatted pleasantly with children and helped support them to develop new skills as needed.

Effective arrangements were in place to ensure staff understood children's cultural, dietary and health needs. Procedures for the storage and administration of medication were in place and we confirmed these were followed to keep children safe.

Children's emotional wellbeing was supported through sensitive rest and sleep routines. Staff were familiar with and responsive to children's individual routines. Sleep routines were shared with families to support continuity of care. Personal care was delivered sensitively and respectfully. Staff recognised the importance of this time for gentle interactions and reinforcing bonds and attachments with individual children.

The approach to settling in and transitions was individualised and sensitive, whether these were within the setting or when children moved on to new settings. We discussed the importance of keeping accurate and up-to-date records to support children in these transitions.

The team placed a strong emphasis on building positive, trusting relationships with families and worked hard to create a warm, welcoming and inclusive environment. Staff were committed to strengthening family engagement, recognising the important role this played in enhancing children's experiences and outcomes. A range of effective communication systems supported ongoing partnership working. Families told us about the positive relationships they had with the staff team and how this gave them confidence to discuss their children's needs and family life with them. This further enabled staff to offer children the right support at the right time. Families told us:

"I have a great relationship with staff members. Always engaging in conversations relating to my child and they seem genuinely interested about their wellbeing and development."

"Keyworker has been so good with our child, my child feels comfortable and has a strong relationship built with their keyworker. All the ladies in my child's room are great and always cheery!"

"Have an excellent bond with my child's key worker and other staff."

"Everyone is always very cheery, and if you ask a question they don't know they always find it out, you're never left without an answer."

"The staff are amazing and give us or grandparents daily feedback on our child's day and how they have eaten too."

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

Requirements

Requirement 1

By 31 December 2024, the provider must ensure children experience safe and high quality outdoor play. To do this, the provider must, at a minimum:

- (i) remove the climbing apparatus
- (ii) ensure the large outdoor area can be adequately supervised to maintain children's safety at all times.

This is to comply with Regulation 4(1)(a) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

This is to ensure that the environment is consistent with the Health and Social Care Standards (HSCS) which state that: "My environment is secure and safe" (HSCS 5.19).

This requirement was made on 9 December 2024.

Action taken on previous requirement

We confirmed that the climbing apparatus had been removed and replaced by age-appropriate equipment. A fence had been erected to reduce the size of the play area, which facilitated better supervision.

Met - within timescales

Requirement 2

By 28 February 2025, the provider must ensure improved outcomes for children by implementing effective and robust quality assurance processes. To do this, the provider must, at a minimum, ensure:

- (i) effective and focused monitoring is carried out across the setting
- (ii) robust audits are developed and implemented consistently, with actions identified addressed promptly
- (iii) the leadership team effectively monitors the work of each member of staff and the service as a whole.

This is to comply with Regulation 3 of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

This is to comply with section 8 of the Health and Care (Staffing) (Scotland) Act 2019.

This is to ensure that 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).

This requirement was made on 9 December 2024.

Action taken on previous requirement

We were able to confirm that quality assurance had improved across the setting and outcomes for children were better. Further information is detailed under the Leadership heading of this report.

Met - outwith timescales

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

To support children's care and wellbeing, the provider should ensure staff work with families to further develop children's personal plans. Plans should document their health, safety, wellbeing needs and individual care routines ensuring that this information is fully completed, kept up-to-date and reviewed as needed but at least once in every six months.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: "My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices" (HSCS 1.15).

This area for improvement was made on 9 December 2024.

Action taken since then

Personal plans were in place containing relevant information about children's needs and targets. Termly review procedures were being followed.

This area for improvement has been met.

Previous area for improvement 2

To support children's wellbeing, learning and development, the provider should ensure staff access training appropriate to their role and apply their training in practice. This should include, but is not limited to, training in:

- (i) child development
- (ii) safe sleeping.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: "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 9 December 2024.

Action taken since then

Staff had been trained in both child development and safe sleeping practices, in addition to a range of other topics. This had led to improved staff practice and outcomes for children.

This area for improvement has been met.

Previous area for improvement 3

To support children's learning and development, the provider should ensure that staff are supported to implement a child-centred approach to observation, planning and assessment of children's learning through play which:

- (i) takes account of child development and best practice documents
- (ii) reflects children's ideas and interests
- (iii) demonstrates how staff capture, measure and track children's individual progress. This should include how to record observations, set meaningful targets, identify and follow up next steps.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state 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 for my age and stage, which stimulate my natural curiosity, learning and creativity" (HSCS 2.27).

This area for improvement was made on 9 December 2024.

Action taken since then

Planning for learning had improved and staff were confident with the revised processes. Children's learning was captured and documented effectively.

This area for improvement has been met.

Previous area for improvement 4

To ensure children experience nappy and toilet facilities which support their health, safety and welfare needs, the provider should explore the provision of additional nappy changing facilities, where needed, in line with best practice guidance.

This is to ensure that care and support is consistent with the Care Inspectorate document Nappy changing for early learning and childcare settings (excluding childminders).

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, there is a suitable area for this, including a sink if needed" (HSCS 5.4)

This area for improvement was made on 9 December 2024.

Action taken since then

An additional changing area had been installed.

This area for improvement has been met.

Previous area for improvement 5

To support meet children's needs and deliver quality outcomes for children, the provider should ensure that:

- (i) there are enough staff in the service to meet children's needs across the day
- (ii) supports are put in place to promote wellbeing, consistency and continuity within the staff team
- (iii) arrangements are put in place and applied consistently to keep families up-to-date with changes to staffing arrangements.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: "My needs are met by the right number of people" (HSCS 3.15), "I experience stability in my care and support from people who know my needs, choices and wishes, even if there are changes in the service or organisation" (HSCS 4.15) and "I am supported and cared for by people I know so that I experience consistency and continuity" (HSCS 4.16).

This area for improvement was made on 9 December 2024.

Action taken since then

While the staffing situation had not completely resolved, we were satisfied that there were always sufficient staff to meet the prescribed adult: child ratios across the day.

Staff morale was improved and some supports had been put in place to promote their wellbeing. This should be further developed.

Appropriate arrangements were in place to keep families up-to-date.

This area for improvement has been met.

Previous area for improvement 6

To support children's wellbeing and safety, the provider should ensure that staff understand the extent of their own roles in assessing risk and are aware of the roles of other workers in ensuring children are supervised at all times.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: "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 9 December 2024.

Action taken since then

Staff were more confident and vigilant in their roles. We had no concerns about their supervision of children during our visit and were confident in their ability to provide adequate supervision for children going forward.

This area for improvement has been met.

Previous area for improvement 7

The outdoor area should continue to be developed to support positive outcomes for all of the children. The management team and staff should continue to develop opportunities for children to regularly access a high quality outdoor experience throughout the year. This development is supported by national policy and guidance.

This is to ensure that the quality of the environment is consistent with the Health and Social Care Standards (HSCS) which state that: "As a child, my social and physical skills, confidence, self-esteem and creativity are developed through a balance of organised and freely chosen extended play, including using open ended and natural materials" (HSCS 1.31), "As a child, I play outdoors every day and regularly explore a natural environment" (HSCS 1.32) and "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 for my age and stage, which stimulate my natural curiosity, learning and creativity" (HSCS 2.27).

This area for improvement was made on 9 December 2024.

Action taken since then

Transitions to the outdoor area were smooth and children had good access to fresh air and energetic play outdoors. Plans were in place to make further improvements to the outdoor area to enhance children's experiences.

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	4 - Good
Leadership and management of staff and resources	4 - Good
Staff skills, knowledge, values and deployment	4 - Good
Children thrive and develop in quality spaces	4 - Good
Children experience high quality spaces	4 - 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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