

Glendevon Early Learning and Childcare Centre Day Care of Children

Glendevon Drive
Maddiston
Falkirk
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Telephone: 01324 506 752

Type of inspection:
Unannounced

Completed on:
10 March 2026

Service provided by:
Falkirk Council

Service provider number:
SP2004006884

Service no:
CS2003043647

About the service

Glendevon Early Learning and Childcare Centre is a daycare of children service provided by Falkirk council. The service is registered to provide a care to a maximum of 104 children aged from three to those not yet attending primary school.

The service is in Maddiston, Falkirk and is set within a purpose-built building. The environment consists of a large open plan playroom over two levels with direct access to garden spaces. It is near local shops and public transport routes.

About the inspection

This was an unannounced inspection which took place on 9 March 2026, between 09:30 and 16:30 and 10 March 2026 between 09:30 and 13:00. 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:

- observed children using the service
- received feedback from 27 families
- spoke with the staff and management
- observed practice and daily life
- reviewed documents
- spoke with visiting professional.

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.

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

- A clear vision, shared values and an embedded culture of improvement were evident throughout the setting.
- Children made informed choices about where to play, both indoors and outdoors, which promoted their rights and independence.
- Most learning areas were thoughtfully planned to offer a wide range of experiences that encouraged exploration and curiosity, however, some areas should be further developed to increase opportunities for literacy, numeracy, and creativity.
- Overall, children experienced warm, kind and caring interactions from staff, who responded sensitively to their needs by offering comfort and reassurance to support their wellbeing, however this was not consistent.

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	4 - Good

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.

Leadership and management of staff and resources

The service's vision, values and aims reflected its ethos and practice, and these were embedded throughout the daily life of the nursery. Staff and the leadership team demonstrated a shared understanding of these principles, which were evident in their interactions and decision making. Relationships were at the heart of the service, with strong, nurturing connections established with children and their families. This approach contributed to a welcoming and supportive environment. The vision, values and aims had recently been reviewed. This ensured they remained relevant, meaningful and aligned to the needs of the children, families and staff. This reflective practice reinforced a culture of continuous improvement and strengthened the overall direction of the service.

Self evaluation and quality assurance were part of the service's improvement journey, and staff were actively involved in this process. Staff had been engaging with the Quality Improvement Framework, leading to a recent audit of the environment. This audit identified a range of actions to enhance the quality of children's experiences. We highlighted the importance of monitoring agreed actions to track progress effectively to consistently provide positive outcomes for children. The improvement plan was meaningful, clearly linked to outcomes for children, and was used actively as a working document. Staff were involved in reviewing progress through regular monthly "stand up" meetings, which provided short, focused opportunities to reflect on current priorities and identify next steps. This collaborative and reflective approach ensured that everyone had a shared understanding of where the service was in relation to its goals and the actions required to drive improvement. As a result, the improvement process was purposeful, manageable and had a positive impact on children's experiences.

Audits were in place to support oversight of accidents, incidents and medication. The accident audit was effective in identifying patterns and detailing required actions. We discussed how this could be further strengthened by including a clear record of whether identified actions had been completed, which would enhance accountability and support continuous improvement.

The service meaningfully involved families in shaping developments by gathering their views across a range of areas. Staff regularly sought feedback through formal and informal methods and demonstrated a strong commitment to listening to parents. This feedback informed improvements and contributed to increased parental engagement. Families told us they felt valued and listened to, their comments included, 'The nursery encourage feedback in a variety of ways and for parents to be involved in the improvement cycle' and 'We are regularly asked to answer questions and give feedback'. These approaches enabled families to contribute meaningfully to the life of the nursery and supported a strong sense of community.

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.

Playing, learning and developing

Children made informed choices about where to play, both indoors and outdoors, which promoted their rights and independence. Most children were engaged in their play. Staff interacted warmly and responsively at children's level, using eye contact, praise, and questioning to challenge their thinking. They engaged in reflective conversations through commenting, questioning, and thinking aloud, helping children to deepen their understanding and explore their ideas further. This meant that children experienced play that was stimulating, empowering and fun.

Play and learning opportunities were accessible to all children. Most learning areas were thoughtfully planned to offer a wide range of experiences that encouraged exploration and curiosity. During the inspection, we discussed reviewing some areas to further develop opportunities in literacy, numeracy, and creativity. This would have supported richer, more targeted learning experiences and enhanced children's engagement and progress across key areas of development.

Staff used their passions and interests to deliver high quality, engaging experiences such as forest activities, playful approaches to maths, cooking, and storytelling. They aimed to make these experiences fun and exciting, and they reflected positively about the impact these opportunities had already had on children's learning. Staff described how child focused group sessions, such as those in Callendar Woods, supported children to build confidence, resilience, and a strong sense of enjoyment in learning. As a result, children benefited from rich, motivating experiences that extended their skills and deepened their curiosity.

Observations had been used effectively to recognise children's progress and achievements. The service had implemented clear systems to support planning for children's learning. Within the staff team, a 'Spotlight on Learning' approach focused on specific children, helping staff to concentrate on individual play and learning needs and to plan experiences that supported and extended their development. Regular meetings with planning leads enabled achievements and next steps to be identified and shared with the wider staff team. This meant that children benefited from thoughtfully planned, responsive learning experiences that promoted meaningful progress.

The service used an online platform to share key information about the service as well as sharing some of the learning experiences that children had been involved in. Families had opportunities to access children's personal learning folders, and shared next steps were developed in partnership between home and the service. The folders contained observations and experiences that children had been involved in, capturing their progress and interests. During the inspection, children were eager to share their folders and took pride in reflecting on their achievements and the fun they had during their learning experiences. As a result, children developed a strong sense of ownership of their learning.

Children are supported to achieve 4 - Good

We evaluated this quality indicator as good, where there were important strengths within the setting's work and some aspects which could benefit from improvement.

Nurturing care and support

Overall, children experienced warm, kind and caring interactions from staff, who responded sensitively to their needs by offering comfort and reassurance to support their wellbeing. Children had developed positive, trusting relationships with staff which helped them feel safe and secure. Most children's needs were met through staff's appropriate responses to individual cues and routines; however, there were occasions where

needs were not consistently met. In these instances, staff did not provide timely comfort, support or appropriate supervision, resulting in missed opportunities to respond to children's emotional cues and promote engagement.

Personal care was carried out in a way that respected children's privacy and supported their independence. For example, staff remained calm, offering children opportunities to participate in the process, such as pulling up their own clothing. Staff provided gentle commentary throughout the experience, helping children understand what was happening and promoting a sense of reassurance and dignity.

Children's wellbeing was supported through regularly reviewed personal plans developed in partnership with families. Staff demonstrated a knowledge of each child and used this to meet their individual needs. Some personal plans were detailed, meaningful and tailored to children's individual strengths, needs, and interests. Children would benefit from clearer recording of strategies in their personal plans and consistent use of these to maintain continuity of care and support their everyday experiences. There were no universal communication strategies in place to support children in understanding and expressing their rights. For example, visual aids were not available, and there were no resources to assist children who have English as an Additional Language (EAL). This resulted in missed opportunities to help children feel included, valued, and able to participate fully.

Children experienced sociable and unhurried mealtimes, with opportunities to choose when and where they ate, including the option to have lunch outdoors. Free flow arrangements supported uninterrupted play, allowing children to move naturally between activities. Children had some opportunities to develop independence, such as pouring their own drinks and clearing away their dishes. However, there were missed opportunities to further promote self help skills, as staff served food rather than enabling self service. At times, staff were task focused, which limited children's involvement in routine aspects of the mealtime. Some staff sat with children and used these moments positively to engage and build meaningful connections, though this was not consistent across the lunch experience. We shared these observations with the service, who were responsive to feedback. By the second day of inspection, children experienced an improved mealtime experience.

The service had developed a range of well planned transition approaches that effectively supported children and families. Home visits enabled staff to build early relationships and gather important information, while open evenings helped families become familiar with the environment and staff team. These proactive strategies had a positive impact, contributing to smoother transitions and strengthening partnerships with families.

Staff demonstrated a strong knowledge of children and their families, which contributed to the creation of a warm and welcoming atmosphere within the setting. Through regular conversations and daily interactions, practitioners had built trusting relationships that helped children and families feel valued and at ease. There were some missed opportunities to ensure that all families consistently experienced the same high quality engagement. Families shared mixed feedback on daily communication about their child. Their comments included: '[Staff are] always very helpful and update me each time I collect my child with anything I need to know', 'Staff are always helpful and pleasant, communication is good', 'More updates from staff on a day to day basis about your child's day would be appreciated', and, 'The staff are all friendly and approachable. However there is extremely limited feedback given about activities that our child has been engaging in. Normally we are told nothing'. Strengthening approaches to ensure every family has equal access to meaningful communication would further enhance the service's inclusive practice and reinforce positive partnerships with parents and carers.

Complaints

Please see Care Inspectorate website (www.careinspectorate.com) for details of complaints about the service which have been upheld.

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	4 - Good
Nurturing care and support	4 - Good

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