

Start Bright Nursery Day Care of Children

449 Gilmerton Road
Edinburgh
EH17 7JG

Telephone: 01316 294 948

Type of inspection:
Unannounced

Completed on:
26 March 2026

Service provided by:
Start Bright Nursery Limited

Service provider number:
SP2012011966

Service no:
CS2012313063

About the service

Start Bright Nursery is registered to provide a day care service to a maximum of 66 children aged between birth and those attending primary school at any one time. Of those 66 children, no more than 18 children are under two years, no more than 17 are aged between two years to under three years and no more than 10 children will be attending primary school.

The service operates from a two-storey building in Gilmerton, Edinburgh, which has been adapted for the purpose of providing full day care to children. The service consists of four playrooms, kitchen, toilets and nappy changing areas, staff room, and office space. There are also garden areas which provide outdoor play experiences for all children. The service is close to local primary schools, shops and other amenities.

About the inspection

This was an unannounced inspection which took place on Tuesday, 24 March 2026 from 09:30 until 17:45 hours and Wednesday, 25 March 2026 from 09:30 until 15:15 hours. 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 people using the service
- spoke with staff and management
- observed practice and daily life
- reviewed documents
- reviewed online feedback from 12 parents
- assessed core assurances, including the physical environment.

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.

Key messages

- Children experienced warm interactions from staff who knew them well.
- Children in the pre-school room benefitted from having the freedom to play outdoors in all weathers as they observed seasonal changes. Children in other rooms benefitted from having daily access to the garden areas.
- The leadership team had worked hard to make improvements to the service over a short period of time. Their aspirations for the service were shared in daily practice and communication with the wider team.
- Staff were invested in the service and recognised the improvements that had been made and how this benefited the children through improved experiences.
- Leaders were aware of gaps and areas to be developed in relation to staff practice and enhancing play provision for children.
- Issues raised during inspection were promptly responded to ensuring children were safe and were treated with dignity and respect.
- Children had fun as they played with friends and staff.

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	4 - Good
Children are supported to achieve	4 - Good

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

Leadership 4 - Good

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

Quality indicator: Leadership and management of staff and resources.

The vision, values and aims were in place for children to experience a warm and nurturing environment. This was reflective of the leadership teams shared ethos and aspirations for the service to strengthen their child-centred approach.

The new leadership team was beginning to have a positive impact on the service. As systems had improved and become more effective, this had impacted positively on children's experiences. Audits and self evaluation were being carried out with action plans being set. For example, the playroom layouts and resources had been reviewed and adjusted in response to best practice guidance and how children use the space to play and learn.

The leadership team had a good understanding of quality experiences for children and were aware of having a team approach to addressing any gaps within the service. For example, training in observations and planning had been identified, internal training had been delivered and PowerPoint presentations enabled staff to review and reflect on their learning. This meant that staff had opportunity and resources to support their continual professional development.

An improvement plan was in place and was used to focus discussions in room meetings and to support self evaluation. Floorbooks gathered details of children's experiences and captured children's voices through comments and quotes. Floorbooks were accessible in the foyer enabling children to recall previous play experiences. Parents could view the types of staff training and how this was implemented across the service.

Parental engagement had improved since the last inspection and parents were responding and engaging with feedback questionnaires. For example, a parent had requested to know more about the themes and focus of play in their child's room. The service responded by displaying the play focus on each playroom door. A 'What you said, what we did' board was displayed in the foyer to let parents know how the service had responded to their comments. This meant that parents saw that their views were valued and contributed to the development of the service.

Established recruitment processes were in place and reflective of current guidance. Approaches had been developed further to include children in the recruitment of new staff by creating interview questions and providing feedback during new staff's induction period. A child had fed back that a new member of staff "was really chatty;" this let children know that their opinions mattered about who comes into their nursery.

Effective induction procedures were in place, including a post induction questionnaire that helped to identify any gaps in the information shared during induction. This meant that leaders were assured of the processes being effective and understood. Mentors were identified to provide day-to-day guidance with regular one-to-one sessions to recap and plan each stage of the induction. Staff reported that they found this to be supportive.

We acknowledged the improvements that have been made since the last inspection and the positive impact this has had on children, families and staff experiences in the service. Leaders should continue their approach to embed the progress made so far.

Children thrive and develop in quality spaces 4 - Good

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

Quality indicator: Children experience high quality spaces.

Children and families accessed the service through a secure entry system and welcoming foyer that shared information about children's activities and service developments through floorbooks. Play spaces were inviting and set up for children letting them know that they mattered. Core provision, including sand, water and playdough was available, helping children to lead their own learning. Staff supported children to take care of their environment by role-modelling practice, including tidying and looking after resources.

Risk assessments and policies were in place to keep children safe; for example, garden risk assessments and daily checks of spaces. Prompt action was taken to address issues raised during the inspection, including gaps in the garden hedge at the entrance gate. Children had been introduced to the Care Inspectorate's keeping children safe campaign; SIMOA. Children had some awareness of aspects of safety and were beginning to identify risks and how to stay safe during daily activities.

Some play spaces were developed using knowledge of children's play and interests to inform the layout and resources available. For example, a construction area had been developed in response to children's interests. Family photographs were displayed and in books; this gave children a connection between home and their play spaces. Older children had free-flow access to the garden which meant that they could decide where and when they played. The other playrooms did not have direct access to the garden but did have daily opportunities to access outdoors. The service should continue to monitor and build strategies to enable children to make decisions about when to play outdoors.

The service had measures in place to keep children's details secure including password protection for online applications and locked filing cabinets. CCTV was used overnight to add further security and information about this was shared with families through signage in the foyer.

Children play and learn 4 - Good

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

Quality indicator: Playing, learning and developing.

Children had fun as they played with their friends and staff. For example, a group of children helped each other to spot birds in the trees and roof tops as another child used binoculars.

There were a variety of resources accessible to children, enabling them to add to their play. Defined play

areas with core provision, including sand, water, home area and play dough, supported children's play. Areas could be further enhanced through play provocations and interactive displays to inspire curiosity and wonder. Most children were confident to ask for additional resources with staff responding to requests. Most children had the freedom to move resources around the play spaces and outdoors. This meant that those children were beginning to lead their own learning. Some staff would benefit from additional training and relating to guidance on types of play to support children as they grow and develop and to ensure a consistent approach across all playrooms.

Planning systems were in place in all playrooms including intentional, responsive and floorbooks that recorded children's interests, learning and play. Some rooms provided a balanced approach to adult and child-led experiences, which was supporting children's overall development. Responsive approaches were reflective of staff skills and knowledge; for example, a group of children were learning about volcanoes this was facilitated by skilled questioning and information sharing. As a result, this encouraged children's curiosity and wonder about the world and nature.

Strategies of support for play and learning were in place for children and could be developed further with strategies being more targeted. This would enable staff to track progress and plan for next steps in a more detailed way and strengthen to connection between planning approaches. Learning journals were in place for children and accessible through an online application. This meant that parents could see what their children had experienced.

The quality of interactions children experienced varied across the service. There were mixed approaches towards consultation with children about their play, learning and care needs. For example, hand signing and visual prompts were used for some children in some playrooms to increase the opportunities for staff and child communication. In other playrooms, children would have benefitted from similar approaches to support communication and for the tone and volume of staff voices to be responsive to the environment and needs of children. This meant that at times, in some rooms children's cues and interests were missed. The service should consider how to enrich younger children's communication to provide consistency (see area for improvement 1).

Children received attention from staff who were positioned close to them, narrating what children were doing. This supported language development. Staff knew what children had enjoyed playing with during their day and shared this with families.

Areas for improvement

1. To ensure that children experience consistent approaches to their care, play and learning, staff should be further supported to understand how types of play and interactions promote children's learning and developing needs over time. This should include, but not be limited to, training in play types relevant to the stages of child development, schematic play and the role of staff in supporting 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 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); and 'I experience high quality care and support based on relevant evidence, guidance and best practice' (HSCS 4.11).

Children are supported to achieve 4 - Good

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

Quality indicator: Nurturing care and support.

Overall, children experienced warm and kind interactions. There were occasions when children's cues were missed. For example, a child's distress was communicating that they were tired. Children's names were used and this let children know that they were valued.

Personal plans were in place for children and were reflective of current guidance. Plans could be strengthened further to ensure reviewed information from home is easy to identify and access to enable staff to have the most up-to-date information to care for children.

Most staff knew children well and could share information about approaches to support children. Strategies of support for children were in place and recorded in plans. These could be developed further to make strategies specific and inform next steps. This would support staff to evaluate the effectiveness of the strategies.

The storage and administration of medication was reflective of current guidance and children's personal plans. Staff were knowledgeable about children's medical and dietary needs. This meant that children were cared for safely.

Children's transitions were planned for and documented; this helped staff to meet children's needs. As part of self evaluation, we suggested reviewing the number of room transitions children have as they grow through the service to ensure that attachments and relationships have time to be established and meaningful.

Children's experience of daily care routines varied in each room. For example, some children experienced responsive nappy changing when it was needed, with explanation of what was going to happen, in contrast to nappy changing being task led in other rooms. Upholding children's right to dignity, privacy and respect should be prioritised during care routines.

Children experienced mealtimes that were healthy and sociable. Staff sat with children talking to them and were aware of children's allergies and dietary requirements. This meant that children were safe during mealtimes. There were opportunities for children to develop independence skills through self serving.

The service had worked hard to begin building relationships with families who were welcomed into the service at drop off and collection times. Communication had increased since the last inspection with updates provided through the digital app, allowing parents to have updates on their child's day and care routines. Families had the opportunity to attend stay and play sessions and information sessions. A parent told us that, "Parents are regularly kept up to date via the Facebook page and Family app. Parents are also invited into the nursery for stay and play sessions and to talk about their jobs with older children."

The service had strengthened links with home and nursery through children taking SIMOA (and SHANARRI) the elephant home, and borrowing books to share at home from the lending library.

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 ensure all children experience positive interactions and consistent nurturing care, the provider should support staff to develop their skills, knowledge and practice through effective training and mentoring opportunities. This should include, but is not limited to, training in child development which relates to theory and practice, and would support staff's knowledge and understanding.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCC) which state that:

'My care and support meets my needs and is right for me' (HSCS 1.19); and 'I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow professional and organisational codes' (HSCS 3.14).

This area for improvement was made on 19 July 2024.

Action taken since then

Training had been provided on child development through videos and online sessions. Post training questionnaires enabled staff to highlight their learning, any further training needs and how to implement their new learning into practice. Staff were further supported through staff individual support plans. For example, members of staff identified outdoor play for under 3s as a training need and training was sought. Developing communication was identified by leaders for staff and this enabled specific support and training to be facilitated. Typical training is provided every six months with a planned focus. Leaders observed practice twice per month with follow up discussions.

This area for improvement has been met.

Previous area for improvement 2

To support children's play and learning, staff should be familiar with current best practice guidance, such as, 'Realising the ambition and Growing my potential'. This would support their knowledge in observing children, providing strategies of support and understanding children should be able to direct their own play and have opportunities for experiential learning.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCC) 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 19 July 2024.

Action taken since then

Realising the ambition and Curriculum for excellence were included in the planning and tracking of observations. Realising the ambition and Growing my potential have been included in training sessions with the team. PowerPoints have been created to support the development of observations and samples from the family app demonstrated the stage and progress staff are at in making observations. Overall, there is a planned approach to improving staff knowledge. Leaders monitor each recording and staff have been supported to link observations to learning; for example, through literacy, numeracy and health and wellbeing.

This area for improvement has been met.

Previous area for improvement 3

To provide suitable and developmentally effective play spaces for the children in the outdoor environments that delivers the message that children matter. The provider should make sure children in all play rooms have consistent access to a range of well-presented and well-maintained resources which are suitable for their developmental stage.

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

'I am able to access a range of good quality equipment and furnishings to meet my needs, wishes and choices' (HSCS 5.21); 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 19 July 2024.

Action taken since then

Improvements had been made to the garden areas. Artificial grass had been added to the garden since the last inspection and garden area had new resources for children. A new member of staff had been recruited to manage daily maintenance of the service. This meant that repairs were actioned promptly. Outdoor classroom areas had been developed and a nature house in the two-year-old garden. There were more opportunities for risky play, planting, and growing for children. Areas were set up for children indoors and outdoors. Resources were generally maintained. Areas were defined, and core provision was provided.

This area for improvement has been met.

Previous area for improvement 4

To support continuous improvement of the service, management should continue to develop their quality assurance processes, including self-evaluation, monitoring and improvement planning. This should include, but is not limited to, monitoring of medication, quality and safety of the environment, infection prevention and control practices and monitoring of staff practice.

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

'My environment is secure and safe' (HSCS 5.17); and 'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19).

This area for improvement was made on 19 July 2024.

Action taken since then

An improvement plan was in place and was being used as a working document. Systems had been introduced to provide more robust measures for quality assurance and monitoring. Staff practice was monitored informally through daily observations and interactions. Formal systems were in place to provide support and guidance, including one-to-one sessions, appraisals and wellbeing chats. Focused training, whereby staff take notes and have further discussions and reflections with managers, had created an opportunity for professional discussion and to relate training to practice. Leaders have approached improvements in a systematic way, reviewing and organising the management of medication, personal plans, and planning. Maintenance has been improved with the recruitment of a maintenance person, and issues are responded to promptly.

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
Children thrive and develop in quality spaces	4 - Good
Children experience high quality spaces	4 - Good
Children play and learn	4 - Good
Playing, learning and developing	4 - Good
Children are supported to achieve	4 - Good
Nurturing care and support	4 - Good

To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and help services to improve. We also investigate complaints about care services and can take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

You can also read more about our work online at www.careinspectorate.com

Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

Find us on Facebook

Twitter: @careinspect

Other languages and formats

This report is available in other languages and formats on request.

Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànan eile ma nithear iarrtas.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿਚ ਉਪਲਬਧ ਹੈ।

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.