

Bloomfield Childcare West Linton Day Care of Children

Deanfoot Road
West Linton
EH46 7EX

Telephone: 01968 661 015

Type of inspection:
Unannounced

Completed on:
17 April 2026

Service provided by:
Moretime Capital (West Linton) Ltd

Service provider number:
SP2010011137

Service no:
CS2010272367

About the service

Bloomfield Childcare is an early learning and childcare centre registered to provide care to a maximum of 56 children aged birth to no longer attending school. The service is located in the Scottish Borders village of West Linton, and has access to local amenities such as green spaces, shops and a library van.

Children are cared for in playrooms on the ground and upper floor of the detached building. A sleep room is situated within the baby room. There are two large, enclosed gardens to the front and rear of the building, with a separate enclosed space to the side of the building for the younger children to use. There are toilets, nappy changing facilities, kitchen, staff room and an office. The service has a partnership agreement with Scottish Borders Council to provide funded early learning and childcare.

About the inspection

This was an unannounced inspection which took place on 13 March 2026 between 10:00 and 17:30 and 14 March 2026 between 9:30 and 15:30.

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:

- reviewed online questionnaires from 16 families and 12 staff
- spoke with the management and staff
- spent time with children using the service
- 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.

Key messages

- Children were happy, safe and cared for across the different areas of the service.
- Lunch time experiences were a warm, homely and relaxed experience, where children were supported to be independent with appropriate help and interactions from adults.
- Reflection on planning, observations and tracking of children's learning and experiences has supported positive developments and improvements.
- The service recognises the need to continue to support staff interactions and provision of challenge for all children and are actively seeking ways to support this.
- Robust self-evaluation, quality assurance and partnership working were used effectively to drive continuous improvement.

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	4 - 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

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.

Quality indicator: Leadership and management of staff and resources

Leaders reviewed the service's vision, values and aims in response to staffing changes and new ownership. Choosing to retain a locally informed ethos that reflected the wishes of children, families and staff. Values were clearly displayed and consistently embedded in practice, with staff providing nurturing, respectful care and supporting positive relationships. Plans were in place to gradually align with the company's overarching vision, values and aims, while maintaining local relevance. Families have expressed a desire to be included in these developments and management had plans to involve everyone in the development of these. This would support the service in becoming part of a wider company, whilst maintaining individuality that parents and staff expressed a desire to maintain.

Leaders demonstrated a strong commitment to well considered, purposeful self-evaluation to enable them to continue to deliver quality care. Self-evaluation records were clear, reflective and well evidenced. This demonstrated that management understood the service's strengths and areas for development and how these impacted on outcomes for children. For example, the service made notable progress in developing outdoor learning and strengthening systems to monitor and track children's progress. Leaders worked constructively with the local authority to support these developments, resulting in improvements to practice and outcomes for children.

Leaders used self-evaluation to drive improvement planning and inform change. They actively involved staff, families and children in improvement planning through team meetings, environmental audits, surveys and consultations recorded in the 'big books'. Most staff and families reported feeling meaningfully involved in shaping the direction of the service. One family shared, 'Our views are taken on board, and consultations are held regularly'. Another added, 'Managers are very approachable. We are consulted regularly on our thoughts'. Leaders acknowledged the scale of change for staff, children and families. Management considered the pace of change carefully to support stability for staff and continuity for children. The provider had begun planning further opportunities to sustain family and staff involvement in future developments. This included attending termly parents' meetings and consulting with families to strengthen relationships. Further opportunities were in discussion for families to share knowledge and participate in children's learning, building on the success of the job sharing sessions. The provider recognised the need to continue developing these positive relationships to strengthen the service vision and support continuous improvement.

Management had quality assurance systems in place. They completed audits regularly and used them effectively to identify gaps, evaluate practice and inform development priorities, including targeted staff training. The manager, with support of the local authority, reviewed policies and risk assessments to ensure alignment with current legislation and guidance. The provider confirmed these were ready to launch under the new company branding. Leaders worked well in partnership with the local authority to ensure processes were robust, timely and inclusive of staff involvement. This strengthened shared understanding across the team and supported consistent, positive outcomes for children.

Clear recruitment, induction and appraisal processes were in place and supported safe and effective staffing. Staff reported feeling supported in their roles and valued the approachability of leadership. Leaders recognised that mentorship arrangements and induction records were not yet fully consistent across the service and had already taken proactive steps to strengthen these. This demonstrated a reflective and responsive leadership approach and a strong commitment to continuous improvement. Overall, leadership remained clearly focused on enhancing staff practice and capacity, resulting in positive impacts on children's wellbeing and outcomes.

Children play and learn 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.

Quality indicator: Playing, learning and developing

Children experienced a variety of child led and exploratory play opportunities which supported creativity, collaboration and problem solving. Imaginative play, including the use of cardboard boxes, enabled some children to initiate ideas, work together and remain engaged for sustained periods. Children independently selected and used resources to extend their play, demonstrating freedom of choice and creativity. Staff supported this appropriately by observing children's play and intervening sensitively, allowing children to lead their learning.

The learning environment supported literacy and numeracy appropriately. Children accessed mark making materials, creative resources and opportunities for stories and songs within a relaxed environment. Numeracy was naturally embedded through play such as puzzles, sand and water activities as well as through self serving at mealtimes. Staff used mathematical language appropriately and matched this to children's stages of development. This resulted in children repeating, words, counting and developing their understanding.

Children benefited from access to a range of sensory and exploratory experiences through loose parts, mud kitchen play, sensory baskets and open ended resources. The baby and toddler rooms offered suitable sensory opportunities that reflected staff understanding of early development and supported children's free choice and exploration.

Most children were settled, confident and engaged in a range of play and learning experiences. Children spoke positively about their experiences, describing opportunities to learn new things and expressing enjoyment of outdoor play and games. While many children sustained meaningful engagement, at times some were less involved, particularly when experiences did not offer sufficient challenge. Parents also highlighted a wish for greater challenge in children's learning. Moving forward, the service should ensure play and learning experiences are consistently well planned and sufficiently challenging, to sustain children's interest, promote deeper engagement, and fully support progression in their learning.

Staff interactions were warm, calm and caring, supporting children to remain settled and reengage in play. Staff generally responded appropriately to children's interests. For example, during planting activities, staff provided suitable resources to sustain engagement and extended learning for others through water play, supporting language development. These examples demonstrated growing confidence in responding to children's cues.

Opportunities to extend learning, deepen thinking and offer challenge were sometimes missed, including delayed support during play, which limited learning and engagement. Leaders had identified this as an area for improvement and had plans in place to provide staff training focused on reflective practice and higher order thinking skills to enhance play and learning experiences.

Staff spoke confidently about their planning, observation and assessment processes. They described improvements made with support from the local authority early years teacher. Children's interests informed planning and trackers were used to identify learning needs. However, recording in planning records was not yet consistent across all rooms, resulting in some learning and children's voices not being fully captured. Strengthening the quality and consistency of child led planning and records would better support progression, challenge and continuity in learning. Overall, children experienced a nurturing environment with a range of play and learning opportunities. Further strengthening staff interactions, planning consistency and levels of challenge would enhance children's learning experiences and outcomes.

Children are supported to achieve 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.

Quality indicator: Nurturing care and support

Staff provided consistently calm, nurturing and responsive care, which strongly promoted children's wellbeing and sense of security. Children moved confidently throughout the setting, freely seeking comfort, play and reassurance. This reflected strong attachments and an emotionally supportive environment. Families shared highly positive feedback about staff warmth, consistency and attentiveness. With one parent sharing, 'The staff are super! Managers and their team are just fantastic with the kids, they really get to know them and are always so welcoming'. Across all rooms, staff created frequent opportunities for cuddles, cosy stories and supportive interactions, which effectively enhanced children's emotional wellbeing.

Staff supported children's transitions very well. They enabled children to interact across rooms, helping them become familiar with different environments and staff team members. Individualised transition reviews supported continuity when children started at the service or moved between rooms. Strong links with the nearby school further enhanced continuity for children attending the school nursery, preparing for primary school or using out of school care. This contributed to children's sense of security and strengthened relationships with families.

Staff consistently treated children with dignity and respect. They sought children's permission before providing personal care and explained actions clearly during nappy changing and toileting routines. Staff managed sleep times sensitively, following individual routines and meeting children's comfort needs. Infection prevention and control practices were effective, with regular hand hygiene promoted. Toileting and nappy changing areas were clean, well-organised and appropriately resourced, contributing to a hygienic and welcoming environment.

Snack and lunchtime experiences were well organised and supported children's health, wellbeing and independence. Rolling snacks offered choice and flexibility, while staff ensured children remained well hydrated and safe. Food preparation followed choking guidance, and staff encouraged children to self-serve across all rooms. Recently reviewed lunchtime routines were well embedded across the rooms. The dining environment was calm, homely and social, and children could choose from a range of meal options that

respected individual preferences. Parents welcomed the introduction of on site cooking and spoke positively about the quality and nutritional value of meals. Robust systems effectively managed allergies and dietary needs and supported children's safety.

Personal plans were in place, reviewed regularly and developed with parental involvement. Audited chronologies and recent staff training strengthened consistency and understanding. Medical care plans supported children with health needs. While systems were effective, recording parental confirmation following medication reviews could be strengthened. Management responded promptly by adapting recording formats, providing further assurance that staff held accurate and up to date information.

Families spoke very positively about staff and management, highlighting strong daily communication and effective use of the Family app. One family stated, 'The staff are always so friendly, caring and loving to both my children'. Another family added, 'Very grateful to the nursery staff for the good care they take of my children. I always feel that they are safe and looked after'. A small number of parents would welcome increased provider visibility, and plans were underway to address this. Overall, highly nurturing and responsive practice supported positive outcomes for children.

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	5 - Very Good
Leadership and management of staff and resources	5 - Very Good
Children play and learn	4 - Good
Playing, learning and developing	4 - Good
Children are supported to achieve	5 - Very Good
Nurturing care and support	5 - Very Good

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