

Trinity Tots Nursery Day Care of Children

9 Granton Road
Edinburgh
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Telephone: 01315 513 020

Type of inspection:
Unannounced

Completed on:
16 April 2026

Service provided by:
Linda Kane

Service provider number:
SP2003002944

Service no:
CS2003012047

About the service

Trinity Tots Nursery is registered to provide a care service to a maximum of 36 children under five years of age of whom no more than 17 shall be under two years. The service is located in a single storey self-contained building situated in a cul-de-sac off the main road. Children are cared for across the ground floor in three playrooms with two secure outdoor play areas available. It is situated in a residential area in the north of Edinburgh. The service is close to parks, primary schools, shops, transport links and other amenities.

About the inspection

This was an unannounced inspection which took place on Monday 13 April 2026 between 09:15 and 16:30, and Wednesday 15 April 2026 between 08:15 and 14:00. 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 throughout the inspection year.

To inform our evaluations we:

- spent time with children using the service
- spoke with eight families and received 17 completed questionnaires from families
- received six completed questionnaires from staff members
- spoke to staff and the management team
- observed interactions, routines, practice and daily life
- reviewed documents
- assessed core assurances, including the physical environment.

As part of this inspection, we assessed 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, confident and having fun at the service. They had formed positive and nurturing relationships with staff which helped them feel safe and secure.
- Children were able to play, learn and follow their own interests, as they explored the indoor and outdoor environment.
- Developing planning systems across the playrooms could enhance learning environments and experiences for children.
- Well planned transitions supported children's wellbeing. These included transitions from home to beginning nursery, and then onto school.
- The service fostered an environment where children and families felt valued and respected, resulting in an inclusive ethos.

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 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 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 service vision, values and aims were clearly evident and shaped the atmosphere across the setting. The service values of learning, equality, passion, trust, and warmth were evident in staff practice. For example, interactions between staff and children were consistently warm. Children had positive experiences due to this commitment to the values. Parent feedback highlighted the warmth and care of the staff team with one saying: "They take a genuine interest in my child's life." To strengthen this values-based practice further, the staff were encouraged to use the language of values directly with children, for example discussing a child's learning in the moment. This would support children to understand the positive values they experience in the moment and build a clearer sense of themselves as capable learners.

Leaders encouraged the staff team to contribute to self evaluation for ongoing improvement. Parents were consulted using feedback questionnaires and children had opportunities to direct improvements. For example, children were consulted on which areas of the garden needed to be resurfaced. This meant children had ownership of some service improvements.

The service improvement plan showed the impact of the service's community engagement work on children's experiences. Children's learning and play had been inspired by visits from the fire service and community police. A parent said: "The fire engine came to the nursery one day but my child missed it as it wasn't their day. The staff organised a day to the local fire station so that my child could enjoy the experience." Children's skills in compassion, communication and respect were being developed by intergenerational work visiting a local care home. Leaders were reviewing the impact of the current improvement plan and how to take priorities forward. Leaders agreed that encouraging distributive leadership opportunities within the staff team to lead aspects of improvement should support developing the service further.

Monitoring activities carried out by leaders were supporting improvements across several areas of the service. We saw strengths in relation to reviewing medication with families monthly, and that reviews of accidents and incidents led to follow up actions to keep children safe. We encouraged the service to extend monitoring activities to re-introduce playroom monitoring by leaders, and peer observations to support practice. The re-introduction of these activities could mean monitoring improves children's experiences further.

Children were kept safe as staff had undertaken child protection training. Overall, staff recruitment, induction and training were well supported, building confidence and capacity in the team. Staff told us they benefited from the induction process, mentoring during training and regular supervision meetings with leaders.

Children play and learn 4 - Good

Quality indicator: Playing, learning and developing

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.

Children across the service demonstrated high levels of engagement with the staff team and their peers. Children told us they enjoyed being with friends, and that staff were kind and helped them. These social experiences, including warm interactions with staff, had a positive impact on the children. A parent commented: "I have often been delightfully surprised by the social skills my child has learned at nursery which we then reinforce at home." We saw value placed on wellbeing experiences, such as a yoga instructor working weekly with the oldest children. Overall, these positive social and wellbeing experiences contributed to children's engagement and their sense of belonging in the service.

Across the playrooms, spaces had been created to support a variety of skills development. For example, the baby room had a sensory area where they could develop exploratory play with natural items in heuristic play baskets. Spaces for the oldest had a dedicated Science, Technology, Engineering and Maths (STEM) space with a digital big board and construction toys. Defined play spaces supported children's choice and skills focus in the areas they chose to play. One parent spoke about their child's engagement saying: "My child very often talks about their day and what they have done when we're on the way home from nursery."

Children's wellbeing was supported as outdoor play was valued by the service. For the oldest children free flow access between the play room and outdoor space was available most of the day. This supported children's curiosity, exploration and independence. Children's learning was enriched by regular and meaningful outings in the community. These were planned with children's interests and learning needs as a focus. One parent said: "My child has had several excursions from a trip to the fire station, museum, zoo and botanic gardens." During the inspection we saw a walk in the community with the youngest children. This gave children meaningful opportunities for exploration of natural spaces and learning outside of the service. Individualised planning for children's learning enhanced their experiences across the service.

Children were engaged and motivated with staff supporting child-led and responsive learning opportunities. This meant children were supported to lead their own play and interests, which had a positive impact on their confidence and emotional wellbeing. "Wow moments" in children's play and learning were communicated to families via digital observations on an online platform. These communicated significant moments of learning and play with children's families.

Across the playrooms, every child had a focus week four times a year. During a focus week the staff capture observations of individual children's learning and next steps. Staff feedback told us they were clear on the processes to observe a child during their focus week and that these observations made a positive contribution to planning children's learning. The child's focus week was further strengthened by staff and families working closely together to plan and then review the child's experiences. In our discussions with families we heard they were appreciative of the depth of this work and the impact on understanding their own children's learning.

While individualised planning was well established, we spoke with staff about developing planning systems for each room so there is an approach across the group of children and the environment. A more purposeful approach could further support children's play, learning and skills development.

The service's commitment to promoting diversity and inclusion made children feel welcome and included. Children sang songs in various languages, used British Sign Language (BSL) and celebrated cultural festivals. In particular, the whole staff team demonstrated commitment to British Sign Language (BSL) learning and using signs with all children. This inclusive approach had impact with some of the babies who used signs to support their developing spoken words. Further development of communication strategies and a culturally rich environment would deepen children's sense of belonging and broaden their understanding of the world.

Children are supported to achieve 5 - Very Good

Quality indicator: Nurturing care and support

We found major strengths in this aspect of the setting's work and identified very few areas for improvement, therefore we evaluated this quality indicator as very good.

Children experienced warm, responsive and nurturing care which contributed to their emotional wellbeing and development. Staff interactions with children were consistently respectful and responsive. Children felt safe, secure and valued as staff had a strong understanding of their key children. Staff demonstrated that they supported and planned for children's individual needs and developmental achievements. Parent comments included: "I have never felt worried or concerned about the quality of care."

Children's emotional wellbeing was further supported by well managed transitions into the service and as they progressed to the next room. Flexible, individualised settling-in arrangements for new children built confidence and established partnership working with families. Children's health and wellbeing needs were effectively supported through personal planning processes.

Staff regularly reviewed information on personal plans with families to capture changes and developments in children's learning and development needs. We saw strengths in planning for some children who required additional support. Detailed observations and tailored strategies ensured inclusive experiences for children. These strategies were strengthened by close working with families and relevant professionals.

Children's rights were respected as personal care routines were carried out with sensitivity and respect. Staff encouraged children's independence while maintaining privacy and dignity. We advised handwashing across the service and out in the community should be consistent. The staff team responded positively during inspection, demonstrating their commitment to hygiene practices and the wellbeing of children.

Safe sleep practices kept children safe. Staff were aware of the variety of sleep needs of children and managed these effectively. Spaces and equipment supported safe sleep for children. Staff were clear about the necessary procedures and supervision to ensure safe sleeping.

Mealtime experiences were positive, social, and promoted children's independence. Children confidently self served, cleared dishes, and engaged in relaxed conversation with staff, who modelled social behaviours. Older children had the opportunity to prepare snack and play alongside the kitchen in the home corner. These opportunities reinforced meal experiences in children's learning and play. The service recognised developments to create a homely experience at mealtimes would benefit children further.

Children benefited from their families feeling listened to and reassured about their child's care. This was evident in the relaxed drop-off and end of day conversations with families.

One parent commented: "Staff have consistently been able to give time for handovers at the end of the day without impacting the care given to other children."

Strong connections with families contributed to positive outcomes for children as the service was inclusive and welcoming. There were daily opportunities for meaningful communication with families. Parent's comments told us that staff always gave updates on the children's experiences. Parents valued regular verbal and written updates. The strong link between home and the service supported children's experiences as adults worked together to care for them.

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 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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