

# Cherrytrees - Hawick Day Care of Children

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Hawick  
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**Type of inspection:**  
Unannounced

**Completed on:**  
14 April 2026

**Service provided by:**  
Cherrytrees Childrens Nurseries  
Limited

**Service provider number:**  
SP2003001989

**Service no:**  
CS2008178015

## About the service

Cherrytrees - Hawick is registered with the Care Inspectorate to provide a care service to a maximum of 63 children between the ages of 6 weeks and 12 years of whom no more than 21 are under 2 years. Children under 2 years must be accommodated in the Baby Room and the Beanie Room.

At the time of our visit the school aged element of the service was not in operation.

The nursery is situated in a mixed residential and commercial area of Hawick in the Scottish Borders. Close to local walks and community resources. The building is detached, on one level and used solely by the nursery. There are three play rooms, Babies (0-2years), Tweenies (2-3 years) and Early Learning and Childcare (3-5 years) all rooms have outdoor space accessed directly from each playroom.

## About the inspection

This was an unannounced inspection which took place on 07 April 2026 between 9:15 and 17:45. 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.

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. We comment on some areas of improvement needed to the environment which are linked to core assurances and the quality improvement framework.

In making our evaluations of the service we:

- spoke/spent time with several children across the day
- reviewed comments made by 14 families who use the service
- spoke with staff and management
- observed practice and daily life
- reviewed documents
- spoke with visiting professionals
- assessed core assurances, including the physical environment.

**Key messages**

- 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.
- Improvements had been made to the physical environments used by children. Refurbishment and improvement to the premises needed to be an ongoing focus.
- Children were overall having fun and engaged in a range of play and learning opportunities. Staff needed to ensure that play environments were rich, interesting and well resourced.
- Meals and snacks supported children's health and wellbeing. Children enjoyed a meaningful and well supported mealtime.
- Although children were well supported improvements to the system and use of personal planning was needed to ensure that staff held up to date and meaningful information about children.

**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	3 - Satisfactory / Adequate
Children thrive and develop in quality spaces	3 - Satisfactory / Adequate
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 3 - Satisfactory / Adequate

We evaluated this heading as satisfactory/adequate where strengths just outweighed the weaknesses.

### **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.

A significant piece of work had been carried out regarding the development of the vision, values and aims of the setting but these were not visible or routinely referenced, limiting their impact and shared understanding for children and families. However, staff consistently demonstrated many of the stated values in practice, including providing nurturing care, fostering a welcoming environment and celebrating children's achievements. The manager was asked to revisit and embed the vision, values and aims to ensure they are clearly understood and consistently applied across the setting.

Self-evaluation processes were in place and an improvement plan had been developed. While there was some evidence of monitoring, recording did not sufficiently demonstrate progress or impact. Although self-evaluation was discussed at team meetings, limited staff engagement resulted in the manager leading most evaluative activity, reducing shared ownership of improvement.

Planning for play had emerging opportunities for children to give their opinions and make suggestions. Floor books evidenced the voice of the child and staff were more responsive to children's learning and care needs. Parents told us that they felt included in the setting and that communication with staff was, overall, good. More opportunities could be provided for families to be actively involved in the self-evaluation process for areas of the setting such as stay and play sessions, evaluations of settling in or assessment of improvements which have been made to environments.

There were good systems for the auditing of processes and procedures. Accidents and incidents were monitored to identify improvements or patterns. Medication administration and storage was monitored to ensure that it met with good practice guidance. This supported children's health and wellbeing.

Staff were recruited safely. Checks were carried out prior to staff beginning their employment to ensure that they were suitable to work in the social care sector. The induction process was in place and staff commented that they had found it useful. However, this could be reviewed to take account of the National Induction Resource as it would give staff a better understanding of their roles and responsibilities.

### **Quality indicator - Staff skills, knowledge, values and deployment.**

We evaluated this quality indicator as satisfactory/adequate where strengths just outweighed the weaknesses.

Most staff had an understanding of how children learn and develop. Some further work and training would strengthen this knowledge and ensure that staff had and could provide a high level of outcomes for children. Across the staff team there was limited in depth knowledge of current good practice documents, research or national policy which would enhance their professional development. The manager had provided learning opportunities and shared good practice information with staff but there had been a limited uptake of these

training and development opportunities. An area for improvement made at our last inspection to improve staff training has been made again at this inspection. **(See area for improvement nine in the section 'What the service has done to meet any areas for improvement we made at or since the last inspection'. This area for improvement was not met and will be re-stated.)**

There were opportunities for the staff team to have regular meetings to share information and have professional discussions. The smaller room meetings had been used to share the planning of play and learning to ensure that there was a consistent system in place. Minutes of meetings were kept to ensure that actions were clearly noted. This ensured that staff held responsibility for the quality of experiences for children.

The appraisal process, which was used to assess staff strengths and areas for professional development was an annual process. Appraisals were about to take place and we discussed the potential of increasing the frequency of the formal assessment of staff practice. This would ensure that staff had opportunities to take part in meaningful and consistent assessments of their practice. It would help to build on staff skills and areas of interest and provide guidance and training to reduce gaps in practice. **(See area for improvement eight in the section 'What the service has done to meet any areas for improvement we made at or since the last inspection.' This area for improvement was not met and will be re-stated.)**

Across the setting the deployment of staff was well planned to ensure that there were enough staff present to meet the care and support needs of children. This helped to ensure that transitions throughout the day for example, arrivals and lunches were well planned and supported by staff. Time was allocated for team meetings and for the completion of records. Breaks were organised to minimise disruption and ensure that staff were rested and refreshed.

## Children thrive and develop in quality spaces 3 - Satisfactory / Adequate

We evaluated this quality indicator as satisfactory/adequate where strengths just outweighed the weaknesses.

### Quality indicator - Children thrive and develop in quality spaces.

We made a requirement in relation to the refurbishment of the premises at the last inspection. A plan of refurbishment had been provided to outline work which would be carried out to make the environment welcoming and to fully meet the needs of children. Most of the identified work had been carried out. For example, a new wall had been built to separate the Tweenie room from the ELC room. Staff commented that this had enhanced the sense of security for children by reducing the noise level. Fencing had been installed around the ELC outdoor play area to provide children with some privacy from the public during their play and storage had been built in two of the three playrooms. We have deemed the requirement as being met. However, areas for refurbishment and repair needed to be continuously assessed and addressed in a timely manner. This would ensure that environments continued to meet the needs of children.

On the whole there had been some improvement to the range of play resources. This needed to continue to ensure that there were sufficient resources to provide breadth and depth to the play and learning opportunities. For example, outdoor opportunities needed to include a wide range of loose parts in amounts that could ensure rich and flexible play opportunities. Areas of planting needed to be carried out to provide interest and opportunities for children to connect with nature.

There were systems to ensure that children were safe in the premises. Entrances and exits were safe and

secure and there were systems in place for the assessment of risk. There were limited opportunities for children to part in risky play and this was something the setting needed to look at further.

Staff needed to take more responsibility for the layout and maintenance of play environments. This was to make sure that areas were, at all times, well-presented and maintained to interest and excite children. The assessment of play areas needed to take place regularly and not as a single event. This would ensure that environments continued to improve and adapt to meet children's needs. **(See area for improvement seven in the section 'What the service has done to meet any areas for improvement we made at or since the last inspection.' This area for improvement was not met and will be re-stated.)**

Children's rights to privacy and dignity during personal care routines were well maintained. We asked the manager to remind staff about the need to monitor the effectiveness of handwashing and nose blowing in order to support children to form good habits.

## 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.

There was an improvement to the staff understanding of child development in all age groups. This was beginning to be actively used to develop appropriate play provision and expectations for the different age groups. For example, some Schemas were being accounted for in Tweenies. This needed to continue and all staff needed to have a knowledge of these types of play and how they are used by children in their play and learning. This would help to provide more engaging play for children. Across the setting there was some provision for literacy and numeracy. However, this could be significantly improved in the outdoor areas.

Children could choose to play indoors or outdoors. We reminded staff that outdoor areas should be available to children for the majority of the day irrespective of the weather or age group. Parents commented positively about the outdoor play opportunities and community visits "Daily garden play and in particular she enjoys the mud kitchen and water play." "In the outside play area of the nursery: little cars, construction are, water kitchen, "bus", Wendy house, they set up ramps and rolled down items from them to learn about gravity and weight." "(My child) enjoys the staff, the play and the opportunity they have to go to library and dementia café."

Children's learning was shared with parents though the floor books, which could be situated in a more visible place to enable parents to see and interact with them. There were examples of current themes and planning for play and learning displayed in each playroom. The setting provided families with opportunities to attend 'stay and play' sessions to support the understanding that children learned through play-based experiences. These could be evaluated with parents to ensure that they meet the needs of families.

Staff knew children well and use this information to support self-regulation. Staff were empathetic and there were a number of skilled interactions to find out what was happening for children. There were areas in each playroom for children to retreat to a coze space which helped them with the developing skill of regulating their emotions. Staff needed to ensure that these spaces were available outdoors as well as indoors.

Children in all age groups were confident with staff. Those working with the youngest children took time to understand children's non-verbal cues which helped them to judge their interactions during play. This helped children practice new skills and take time to problem solve at their own pace. Improvements were needed to ensure consistency of interactions in the 2 - 5 year age groups. Staff needed to ensure that interactions during play could support sustained shared thinking, extension to ideas, problem solving and exploration. **(See area for improvement five in the section 'What the service has done to meet any areas for improvement we made at or since the last inspection.' This area for improvement was not met and will be re-stated.)**

To plan experiences for children staff used intentional promotions such as the seasons or life events as well as responsive play ideas which came from observations of children, their suggestions or interests. Staff were familiar with the planning process and some took an active role to develop play and learning opportunities. Staff tracked children's progress to meet learning outcomes through observations of their play. These observations and celebrations of success were shared with parents through the digital platform and the child's learning journal. Staff used information to assess what children could do and how they were developing.

## 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.

### Quality indicator- Nurturing care and support.

Children experienced warm and responsive care from staff who knew them well. This enabled children to feel safe and communicate their needs confidently to staff. Staff were kind, calm and sensitive in their interactions with children. For example, when encouraging children to go with staff for personal care routines this was done in a way to promote a sense of safety and security.

Parents who made comments, through our questionnaire, were confident about their child's positive relationship with staff. "I think all staff at Cherrytrees have a great attitude towards myself and my child and they always treat him very well". "Staff are absolutely fantastic, amazing with the kids and very friendly and approachable in any circumstance.". "Amazing staff: they are friendly, welcoming, engaging and my kids seem to have plenty of fun and feel safe. The staff always tells me how the day went and how my children did. I feel I can ask questions and the staff takes time to answer them.". "Staff are friendly and engaging, with a clear fondness for our daughter whom they have taken the time to get to know properly. We regularly have check ins at drop off and pick up, and receive a daily update on the secure web application used by the service."

Staff ensured that transitions, which happened across the day, were well supported. For example, before lunch the process was consistent and clear for children tidying up, washing hands and coming to the table. This ensured that children became confident with the predictability of their day. Where children needed reassurance regarding the pace of the day this was given. For example, reminding children what was happening now and what would be happening next.

Staff were positive about the child development training, which had taken place. This was being used to support a realistic understanding of children's ages and stages of emotional development. Children's behaviour was supported in a positive and consistent manner. Staff were beginning to use puppets and

resources to support discussion and recognition of feelings and behaviours. This work needed to continue to ensure a consistency across the setting in both staff practice and environments for self-regulation.

Snacks and mealtimes provided children with social and meaningful learning experience. The meal at lunchtime was well supported by staff and provided children with food choices and an opportunity to develop life skills such as using cutlery and pouring drinks. Children's health was well supported through the collection and use of dietary and food allergy information. The manager and cook had carried out work to adapt the meal and snack menus to take account of the good practice document 'Setting the Table'. This ensured that meals and snacks supported children's health and wellbeing.

Personal planning had been identified as needing improvement in the services self-evaluation. Work was taking place to update the personal planning process. The pace of this work had been slow. We discussed the need to make sure that staff were actively using and updating the information that they held to had to meet children's care and support needs. Through our observations of interactions and discussions with staff it was evident that they knew children and families well. Several children were receiving support where necessary but this was not being fully recorded to ensure that it was effective or adapting to children's changing needs. **(See area for improvement two in the section 'What the service has done to meet any areas for improvement we made at or since the last inspection' This area for improvement was not met and will be re-stated.)**

Staff demonstrated a good 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, many staff had built trusting relationships that helped children and families feel valued and at ease. We asked the manager to continue to provide meaningful opportunities for parents and families to be involved in the life of the setting and to give feedback and input into the self-evaluation processes.

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

### Requirements

#### Requirement 1

By 10 September 2025, the provider must ensure that the building is fit to be used for the provision of a care service.

To do this the provider must at a minimum:

- a) carry out a full assessment of the premises using current good practice documents such as Space to Grow and Thrive
- b) provide a plan to the Care Inspectorate with timescales outlining how they will ensure that the building will be made fit to be used for the provision of a care service.

This is to comply with Regulation 10(2) (Fitness of premises) of the Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

This requirement was made on 3 July 2025.

#### Action taken on previous requirement

Work had been carried out to assess the areas of the setting and a plan for refurbishment had been submitted to the care Inspectorate. Where improvements had been identified most of these had been completed which had improved the environments for children.

A permanent dividing wall had been installed between the Tweenie and Early Learning (ELC) age groups. This had a positive impact on the noise level and sense of security for children.

Additional storage cupboards had been added to two of the three play spaces. Another cupboard was still to be installed but this was planned. Additional storage would ensure playrooms could store cleaning materials safely and enhance the visual appeal of the play environments.

Fencing had been added outdoors to ensure that children had some measure of privacy from passers by during outdoor play.

Some work still needed to be carried out to ensure that improvements and maintenance of areas continued to ensure the safety and wellbeing of children. We comment on this in the body of this report.

**This requirement has been met.**

**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

Staff should increase their knowledge of nurture and child development to enable them to forge strong relationships with children and support emotional regulation and wellbeing in an age appropriate manner.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: 'My care and support meets my needs and is right for me.' (HSCS 1.19) And 'I am supported to be emotionally resilient, have a strong sense of my own identity and wellbeing, and address any experiences of trauma or neglect.' (HSCS 1.29.)

**This area for improvement was made on 3 July 2025.**

#### Action taken since then

Observations of staff interactions with children were positive and had improved since our last visit. Children were confident and secure in the care of the staff team.

Staff had access to information sessions on nurture and to training on child development. This had helped them to develop age appropriate expectations of children. The manager planned to continue these training opportunities to ensure that the provision of nurture was fully understood by staff across the setting.

**This area for improvement was met.**

## Previous area for improvement 2

Children should receive the right level of care and support. To achieve this, staff should develop support plans for children who need them. These plans should be shared and agreed with parents and regularly assessed to ensure progress is being made to achieve positive outcomes.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: 'My care and support meets my needs and is right for me.' (HSCS 1.14.)

**This area for improvement was made on 3 July 2025.**

### Action taken since then

The setting were in the process of changing the personal planning process and documentation. This was to ensure that it ensured staff had the right and current information to enable them to meet the needs of children.

At the time of our visit personal planning needed improvement and it was highlighted to the manager that where staff collected or recorded information this should be used to create effective support plans.

**This area for improvement was not met and will be re-stated.**

## Previous area for improvement 3

Staff working with children aged 2-3 years should receive further support to enable them to plan and provide rich and varied learning experiences for children.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states 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 3 July 2025.**

### Action taken since then

There had been improvements to the quality and range of learning provision for the Tweenies.

New leadership arrangements in this age group were supporting staff to gain a full understanding of planning for learning and improving the opportunities for children.

Significant support had been given to the setting by the early years teacher (EYT) from the local authority. Staff had been responsive and used the support offered. However, the pace of improvement had been slow as there was a lack of consistency from staff to ensure that play experiences were of high quality and set up at the start of the day for children to enjoy.

Work will continue to support staff in the provision of rich learning environments both indoors and outdoors.

**This area for improvement was met.**

#### Previous area for improvement 4

To ensure that children develop a broad range of skills. The manager should develop the procedures for tracking children's development and learning. This should include ensuring that staff understand how to carry out effective observations and make meaningful assessments of children's development.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states: 'I am supported to achieve my potential in education and employment if this is right for me.' (HSCS 1.27.)

**This area for improvement was made on 11 April 2024.**

**This area for improvement was made on 3 July 2025.**

#### Action taken since then

Staff were now using the systems available to them to track and assess children's learning and development.

Staff were making observations of children's learning and using outcomes to identify areas of skill and where some gaps may lie. Some staff needed to develop the skill of carrying out meaningful observations further, but overall learning journeys were up to date and were being used to share children's learning and development with parents.

**This area for improvement was met.**

#### Previous area for improvement 5

To support opportunities for extending children's learning. Staff should develop their understanding and use of effective interactions during children's play and learning.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states: '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 3 July 2025.**

#### Action taken since then

Improvement was needed to ensure that staff understood the need for skilled interactions with children to support learning and wellbeing.

Interactions during play often focussed on closed questions and did not provide opportunities to extend children's learning or engage them in learning conversations.

**This area for improvement was not met and will be re-stated.**

## Previous area for improvement 6

The provider and manager should ensure that outdoor play spaces are well maintained and provide more privacy for children's play.

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

**This area for improvement was made on 3 July 2025.**

### Action taken since then

Significant improvement had been made to the privacy of the outdoor area. A fence had been installed along one side of the outdoor space which screened children from passers by, dog walkers and to some extent the housing at the side of the nursery.

Imitation planting had been attached to another side of railing to provide additional screening.

**This area for improvement was met.**

## Previous area for improvement 7

The manager and staff should use good practice guidance to evaluate and develop indoor and outdoor play spaces for children. Spaces should be focussed on children's needs, well organised, well resourced and developmentally appropriate.

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, furnishings to meet my needs and wishes.' (HSCS 5.23).

**This area for improvement was made on 3 July 2025.**

### Action taken since then

There was some improvement to the indoor areas and staff had considered some of the good practice documents such as Realising the Ambition. This work needed to continue to ensure that play and care environments were safe, comfortable and rich in learning opportunities.

The progress to adapt and improve outdoor experiences had begun but progress was too slow. Work was still needed to significantly improve areas such as the mud kitchen, loose parts provision and opportunities for planting which helps children connect with nature.

We comment further on environments in this report.

**This area for improvement was not met and has been re-stated.**

## Previous area for improvement 8

The manager should develop the procedure for professional development and review meetings. These should share assessments of staff practice, developed a shared understanding of roles and responsibilities and identify areas of strength and areas for further professional development.

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 3 July 2025.**

#### Action taken since then

Due to the timescale since the last inspection, appraisals have not yet taken place. However, we discussed with the manager that this should not be a fixed point in the year. There was evidence that some staff needed to take more responsibility for their own professional development. This would increase the expertise of the staff team to support positive outcomes for children.

A new system for a more robust appraisal was needed to ensure that it is effective in sharing expectations and monitoring staff practice.

**This area for improvement had not been met and has been re-stated.**

#### Previous area for improvement 9

To support children's health and wellbeing and further develop and strengthen the staff team's skills, knowledge, and experience. The manager should develop a targeted training programme to address gaps in staff practice and enable staff to develop their knowledge and skills.

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 11 April 2024.

**This area for improvement was made on 3 July 2025.**

#### Action taken since then

A training analysis had taken place which had identified several gaps in the overall skill of the staff team. We acknowledged that staff were at very different levels in their professional career. However, some staff did not appear to see the need for additional or ongoing training.

Training needed to continue and staff needed to be made aware of their responsibility for this as it impacted on quality.

**This area for improvement was not met and has been re-stated.**

## Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at [www.careinspectorate.com](http://www.careinspectorate.com).

## Detailed evaluations

<b>Leadership</b>	<b>3 - Satisfactory / Adequate</b>
Leadership and management of staff and resources	4 - Good
Staff skills, knowledge, values and deployment	3 - Satisfactory / Adequate
<b>Children thrive and develop in quality spaces</b>	<b>3 - Satisfactory / Adequate</b>
Children experience high quality spaces	3 - Satisfactory / Adequate
<b>Children play and learn</b>	<b>4 - Good</b>
Playing, learning and developing	4 - Good
<b>Children are supported to achieve</b>	<b>4 - Good</b>
Nurturing care and support	4 - Good

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