

Bright Horizons Bishopbriggs Early Learning and Childcare Day Care of Children

South Crosshill Road
Bishopbriggs
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Type of inspection:
Unannounced

Completed on:
12 February 2026

Service provided by:
Bright Horizons Family Solutions Ltd

Service provider number:
SP2003000319

Service no:
CS2017355533

About the service

Bright Horizons Bishopbriggs Early Learning and Childcare is a daycare of children service. The service is registered to provide a care service to a maximum of 113 children at any one time aged from birth to those not attending primary school, of whom no more than 61 are aged under three years and of whom no more than 32 are aged under two years.

The service is provided by Bright Horizons Family Solutions Limited and is located in Bishopbriggs, East Dunbartonshire. It is located in a residential area, close to local shops, other amenities and transport links. Care is provided from a standalone, purpose-built building consisting of four playrooms, an office, kitchen, staff room and laundry facilities. Children can access outdoor play in the secure nursery gardens

About the inspection

This was an unannounced inspection which took place on Tuesday 10 February and Wednesday 11 February 2026. This inspection was carried out by three 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 throughout the inspection year.

To inform our evaluation we:

- spoke/spent time with people using the service
- received 18 completed questionnaires
- spoke with staff and the management team
- assessed core assurances, including the physical environment
- 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.

During this inspection we 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

- The new manager and leadership team had positively influenced the service and strengthened its capacity for improvement.
- Staff were dedicated, committed and nurturing, contributing to children feeling valued and included.
- Significant improvements to the physical environment have positively impacted on children's experiences.
- We would encourage the 3-5 staff team to collaborate with colleagues in the under three rooms to enhance their approach to capturing and evaluating learning through play.
- Strengthening distributed leadership is recommended to support continuity of high quality practice.
- The 3-5 room requires further work on routines and pace of the day to allow for smoother, more purposeful learning.
- Staff deployment would benefit from being reviewed, especially at lunchtime.

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

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.

We found that the manager, provider and staff team engaged well throughout the inspection process. They demonstrated receptiveness to advice and support which reflected a clear commitment to improvement and a strong capacity for change. The service had undergone a significant period of change following the last inspection, and the transition in management and staffing had been a notable journey for everyone involved.

Parents told us: "The manager is excellent. She has made a positive difference to our engagement with the Nursery" and "We are extremely happy with the nursery and couldn't recommend them enough."

The introduction of a new manager and changes within the leadership team had positively influenced the service. We found there had been positive changes, evidencing a strong capacity to drive improvement across the setting with a focus on the service's vision, values and aims. As a result, the leadership approach had contributed to improved outcomes for children, families and the community, while also promoting staff health and wellbeing. To further strengthen outcomes, we would encourage the service to review the design and ongoing evaluation of its vision, values and aims, ensuring these are meaningfully informed by children's rights, interests, curiosity, needs and preferences.

A parent told us: "The nursery manager often asks for parental input for improvements, but we honestly feel everyone is doing such a great job. Our children love going to nursery and speak fondly of their teachers and friends. It is clear they are comfortable in the nursery environment and that is the most important thing to us as parents."

Quality assurance and monitoring processes were still being developed and embedded. Staff confirmed that they engaged in self-evaluation tasks during team meetings and training opportunities and felt that their voices were heard. We discussed with management the service implementing more frequent opportunities for staff to engage in self-evaluation discussions. Increasing the regularity of this involvement would deepen staff understanding of the process, strengthen ownership of improvement work and further embed a culture of reflection and collaboration, enhancing outcomes for children.

Our discussions on leadership roles and responsibilities highlighted both strengths and areas requiring further development. Staff indicated that management and the provider offered them valuable opportunities to develop leadership skills, supporting progression into future leadership roles. While the level of support was evident, we advised that management and the provider remain mindful of the pace of change and the way in which changes are introduced to ensure they remained manageable and effective.

We identified the need to revisit leadership arrangements within the 3-5 room as a priority. Clearly defining roles and responsibilities in this area is necessary to strengthen leadership consistency. Addressing this will support improved outcomes for children and contribute to a more cohesive, purposeful and high quality learning environment.

Staff files showed that recruitment procedures were safe and compliant. We discussed the importance of ensuring that references were completed accurately and acknowledged that character references were acceptable when two professional references could not be obtained. This approach ensured that safer recruitment practices remained robust and consistent, even when professional references were limited.

New staff were inducted through established in-house procedures, and the service also used the National Induction Resource to support the process. Staff confirmed that they had regular access to professional review and development (PRD) discussions which took place annually. Staff spoke positively about the training and professional development opportunities available, indicating that these experiences had enhanced their practice and had a beneficial impact on children's experiences and outcomes.

Quality indicator: Staff skills, knowledge, values and deployment

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 team was dedicated, committed and enthusiastic about delivering the best possible outcomes for children and families. Staff interactions with children were warm, respectful and nurturing, contributing to children feeling valued, included, loved and recognised. Effective communication across the team had supported the delivery of experiences that promoted children's wellbeing and a sense of belonging. Through discussions, it was evident that the staff team was enthusiastic and committed to achieving high quality practice. With continued robust leadership support and strong role modelling, the team has the capacity to further strengthen consistency, build confidence and improve outcomes for children.

Parents told us: "Thank you so much to everyone for all their caring and hard work every day looking after the children! I am grateful knowing my child is safe, cared for and loved at nursery" and "Everyone is really friendly and welcoming. The staff have been instrumental in my children's development. They are really patient and communicate well."

Over the past year, staff had been on a clear improvement journey, completing a range of training to enhance outcomes and experiences for children. The provider offered a wide range of continuing professional development opportunities, demonstrating a commitment to maintaining a well-trained and skilled workforce. Several staff expressed enthusiasm for completing further higher qualifications and held aspirations for future leadership roles within the organisation. Training had supported the team to engage in professional discussions about how to embed new knowledge into practice. As a result, the team demonstrated shared values and a collective vision focused on delivering positive outcomes for children.

We suggested that the provider and manager continue with regular staff reviews, maintaining a clear focus on identifying individual strengths and areas for development. This approach would promote a motivated and confident workforce with the capacity to drive high quality practice across the service.

In our discussions with the leadership team, we explored expectations around values and accountability. We recognised that staff were well-supported to meet competencies and that action plans were implemented when required. However, we identified the importance of introducing and encouraging interim leadership roles. Strengthening distributed leadership would help ensure that children continued to experience consistent, high quality care, play and learning, particularly during periods of transition or staffing changes.

We recommended a review of staff deployment during lunchtime routines across all rooms. At times, children's needs were not fully met, as several staff were focused on lunch preparation tasks, reducing their availability to support children who were in need of support, disengaged, or in need of emotional reassurance. Deployment should ensure that sufficient staff are consistently present, responsive and attentive to children's wellbeing, engagement and safety, while maintaining effective management of daily routines.

We also discussed that staff deployment across the wider service be revisited to better utilise the experience, strengths and skills within the team. Ensuring these were distributed more evenly across rooms would strengthen overall practice. We observed that the baby room and the 3-5 room would benefit from increased support from more experienced staff to ensure that children's holistic needs were met consistently. Strengthening deployment in this way would enhance the quality of care and contribute to a more nurturing, responsive environment that supported children's early development and wellbeing.

Children thrive and develop in quality spaces 4 - Good

Quality indicator: Children experience high quality spaces

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.

We observed significant improvements within the environment which had a direct and positive impact on children's experiences. Children had access to well-resourced, upgraded playrooms that were bright, clean and well-ventilated. The service made effective use of available resources to create an attractive and welcoming learning environment. Indoor spaces were designed to enable children to actively engage in play and learning, with opportunities that promoted some exploration and creativity. We discussed the importance of continuing to develop all rooms, including introducing softer lighting and more designated spaces for rest, relaxation or quiet time, particularly within the 3-5 room. These additions would further support children's wellbeing, self regulation and comfort.

Children demonstrated confidence in directing their own play, and staff responded to most children's interests and choices. Some loose parts play was available both indoors and outdoors, supporting children's imagination and creativity. Staff recognised the value of daily outdoor play and understood its importance for children's health, learning and emotional wellbeing.

Children were supported to engage in a range of sensory and exploratory activities, such as shaving foam, sand and water play. As a result, children were developing independence and creativity through some varied and stimulating experiences. We would encourage staff to continue enhancing a designated area that would support children to regulate their emotions and develop social skills, further strengthening outcomes in wellbeing and personal development.

The rooms were free from clutter and maintenance standards had clearly improved. Cleaning routines were visible in practice, and all staff took responsibility for maintaining a safe and hygienic environment. This contributed to children being cared for in surroundings that were safe and well-maintained.

Staff and children washed their hands before mealtimes. We would encourage staff to maintain close supervision during handwashing and ensure that children and staff wash their hands at other key points throughout the day, including after returning indoors from outdoor play. Strengthening these routines would further reduce the spread of infection and support children to remain safe and healthy.

We asked the provider to monitor the scent we noted within the corridor area and the 2-3-year-old playroom. We also highlighted the outdoor play area lock required replacement; we were reassured that the service had already identified this. Daily checks had been introduced, and staff were following these procedures appropriately. This ensured that children were cared for in an environment that was safe, well maintained and supportive of their comfort, wellbeing, and learning.

Staff appeared increasingly aware of the importance of maintaining good ventilation. We suggested that room temperatures continue to be monitored to ensure they did not become too cold. Achieving the appropriate balance would promote a comfortable and healthy environment, reducing the risk of illness and enabling children to remain fully engaged in their play and learning.

Children's personal information was stored securely, either within the office or within designated areas of the playrooms. The service operated a secure door entry system, and visitors signed in on arrival and departure. The service was registered with the Information Commissioner's Office (ICO) and complied with relevant data protection legislation, ensuring that children's and families' sensitive information was managed appropriately and kept secure.

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.

Most children across the rooms were observed to be happy, having fun and actively engaged in their play, whether independently, with staff support, or alongside peers. Older children interacted well when engaged, demonstrating developing friendships, cooperative play and, at times, the ability to lead their own learning, with staff offering support when needed.

On the second day of the inspection, the team had facilitated more engaging and visually appealing experiences which resulted in a greater number of children becoming fully immersed in their play, sustaining engagement for longer periods. We discussed, in depth, the required developments within the 3-5 room, particularly regarding the pace of the day and the structure of the routine. Strengthening these areas would enable children to experience a more predictable, purposeful and well-balanced day, supporting their ability to engage fully in high quality learning experiences and maximise their progress.

These improvements would also enhance support for children requiring additional help. During our visit, we observed some children showing signs of sensory overstimulation. We discussed strategies with staff, such as dimming lights, creating quieter spaces, and considering a designated sensory area. A calmer environment would help reduce overstimulation, support children to regulate their emotions, and enable them to re-engage effectively in their play and learning.

We would encourage staff and management to continue developing play and learning through focused observations, effective assessment and thoughtful provocations, while strengthening how children's progress and achievements are documented. At times, staff interactions became task-focused, particularly during mealtimes. This led to missed opportunities for meaningful engagement, affecting the quality of children's learning experiences. We discussed that this is monitored to ensure children consistently experience high quality learning opportunities across all areas.

Outdoor play formed an important part of children's learning. The outdoor environment provided opportunities that supported physical development, with children balancing, climbing, and engaging in some loose parts play that supported their imagination and curiosity. Staff offered appropriate supervision and encouragement, allowing children to safely develop physical skills, problem solving abilities and teamwork. Children in the 3-5 room accessed the outdoors independently, putting on all-weather suits and boots and moving freely between spaces. This provided regular, flexible opportunities that supported physical wellbeing and enriched learning. However, we identified scope for improvement within the outdoor area, as the experiences on offer were minimal. We would encourage the management team to access training and visits to other services to support staff in creating an outdoor environment that inspires, stimulates imagination and promotes curiosity and creativity.

During discussions, it was highlighted that child-centred planning was a key priority to ensure approaches remained responsive to each child. Staff shared that they were in the initial stages of developing planning processes and recognised the need for time to fully embed these. Planning was clearly informed by children's care plans and reflected areas for further development.

The use of floor books provided valuable insight into how children were engaging in learning experiences and how these experiences extended their thinking. Floor books also offered an opportunity to support parents' understanding of play-based learning and how experiences were embedded throughout daily practice. We would encourage the 3-5 staff team to work collaboratively with colleagues in the under three rooms to enhance their approach to capturing and evaluating learning through play.

Children are supported to achieve 4 - Good

Quality indicator: Nurturing care and support

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 experienced warm, nurturing and responsive care which helped them feel welcomed and loved within the setting. Staff were kind, caring and respectful, creating an environment where children felt safe, secure and valued.

Staff knew children well and spoke confidently about their personalities, interests and the strategies used to support their individual needs. This strong knowledge base contributed to positive relationships and a keen sense of belonging for children. A parent told us: "Whenever we go into the nursery the staff are always welcoming and friendly, and they are always happy to discuss anything no matter how busy it is."

Individual profiles and plans were in place for all children, and staff gathered key information to support children's health, welfare and safety needs. Staff identified and tracked children's next steps in play and learning. Risk assessments and individual support plans were in place for children who required additional support. However, we identified that some children's needs were not consistently met, and there were occasions when some children would have benefited from opportunities for quiet time or one-to-one support. We have asked management along with some children's key workers to review current plans and support to ensure all children's needs are met consistently throughout the day.

A parent commented: "The key workers are really good at communicating how our children are developing, including their strong points and any areas of development. They always make sure we are happy with it and if we have anything to add or consider. Their approach to this is fantastic and our children have come on leaps and bounds as a result."

Staff worked hard to create a warm and welcoming environment where families were greeted during drop-off and collection times. These interactions provided meaningful opportunities for parents to share insights into their children's interests and achievements, enhancing children's care, play and learning. We advised that monitoring of the entrance area be strengthened, as staff, particularly during lunchtime periods, were interrupted to answer the buzzer. Management regularly reminded parents of the importance of robust security and safe entry procedures, preventing parents from inadvertently allowing other adults into the building.

A parent told us: "We find all nursery staff extremely friendly and approachable. We feel extremely comfortable leaving our children in their care and trust them implicitly. We have noticed a massive improvement in communication from the nursery since the new manager has taken over, the daily updates on the app are really important to us and help us feel involved and connected to our children while they are at nursery."

We asked the provider to revisit the best practice guidance *Setting the Table*, particularly regarding food temperatures. We observed plated meals wrapped in clingfilm and left for extended periods, as well as food sitting in open areas and cooling. These practices increased the risk of unsafe serving temperatures, compromising food safety and the overall mealtime experience. We also advised that the chairs used for babies and under threes be reviewed, as some children's feet did not touch the ground, which is inconsistent with *Setting the Table* guidance and may affect safe and comfortable eating (see area for improvement 1).

Transitions between playrooms were planned in advance, supported by key workers and buddies, with detailed information shared about routines, interests and support needs. Staff communicated effectively to ensure children felt secure and familiar as they moved to new environments. This contributed to smooth and well-supported transitions for most children. Parents told us: "Moving rooms has been well-supported by the team. My child is always happy arriving and comes out smiling and sharing about having a good time" and "Staff are very approachable. They listen and my child has no problem parting with me and going to a member of staff."

We suggested including more robust transition information in personal plans and online journals. This would ensure that key details about children's needs, progress and emotional responses were clearly documented and accessible, supporting consistent, high quality care across the team.

Areas for improvement

1. To support safe practice and best outcomes for children. We would ask the provider to revisit the best practice guidance *Setting the Table*, particularly regarding food temperatures and the storage of plated meals. We would ask that all chairs used for babies and under threes be reviewed, in line with best practice guidance.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: "My care and support meets my needs and is right for me" (HSCS 1.19).

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

Requirements

Requirement 1

By 30 May 2025, the provider must ensure each child receives appropriate care and support and their needs are met.

To do this, the provider must, at a minimum:

- a) Ensure personal plans set out children's current health, play and learning needs including strategies and next steps and how they will be met.
- b) Ensure all staff are aware of and understand the information within the personal plans and use this to effectively meet each child's needs.
- c) Ensure personal plans are regularly reviewed and updated in partnership with parents to reflect children's current needs.

This is to comply with Regulation 5(1)(2) – (Personal plans) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

This is in order to ensure that care and support is consistent with the Health and Social Care Standards, which state that:

"My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices (HSCS 1.15)."

This requirement was made on 10 January 2025.

Action taken on previous requirement

Individual profiles and plans were in place for all children, and staff gathered key information to support children's health, welfare and safety needs. Staff identified and tracked children's next steps in play and

learning. Risk assessments and individual support plans were in place for children who required additional support. Plans were reviewed along with parents.

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

To keep children safe and healthy, management should review and update recording templates to ensure all information is in line with the best guidance – Management of medication in daycare of children and childminding services.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: "Any treatment or intervention that I experience is safe and effective" (HSCS 1.24).

This area for improvement was made on 10 January 2025.

Action taken since then

We sampled medication held and found the service had updated recording templates in line with the best practice guidance – Management of medication in daycare of children and childminding services.

This area for improvement has been met.

Previous area for improvement 2

To support children to achieve their full potential, the manager and staff should review the current planning cycle to include high quality observations and next steps, with a focus on children's developmental stages. This will ensure that children are supported to lead their own play and learning that is tailored to their individual abilities and needs. This should include, but not be limited to, staff undertaking training to support them in planning, high quality observations, meaningful next steps and evidence of progression in 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 to my age and stage, which stimulate my natural curiosity, learning and creativity" (HSCS 2.27) and "My care and support meets my needs and is right for me" (HSCS 1.19).

This area for improvement was made on 10 January 2025.

Action taken since then

Planning and observation training is being progressed, along with staff undertaking training through the Scottish Social Services Council (SSSC) open badges scheme. During discussions, it was highlighted that child-centred planning was a key priority to ensure approaches remained responsive to each child. Staff shared that they were in the initial stages of developing planning processes and recognised the need for time to fully embed these. Planning was clearly informed by children's care plans and reflected areas for further development.

The use of floor books provided valuable insight into how children were engaging in learning experiences and how these experiences extended their thinking. Floor books also offered an opportunity to support parents' understanding of play-based learning and how experiences were embedded throughout daily practice. We would encourage the 3-5 staff team to work collaboratively with colleagues in the under three rooms to enhance their approach to capturing and evaluating learning through play.

This area for improvement has been met.

Previous area for improvement 3

To support positive outcomes and improve children's play experiences, management and staff should:

- Create an environment that is nurturing, respected, inspires children's imagination and creativity with a focus on loose parts play and natural and open-ended resources.
- Provide children with more challenge, to discover, promote their curiosity and imagination, their sense of wellbeing, wonder and adventure.
- Review the layout of children's play spaces indoors and outdoors with a view to creating more space with better areas and opportunities for children to play, learn and choose resources.

This is to ensure care, play and learning 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 to my age and stage, which stimulate my natural curiosity, learning and creativity" (HSCS 2.27).

This area for improvement was made on 10 January 2025.

Action taken since then

We observed significant improvements within the environment which had a direct and positive impact on children's experiences. Children had access to well-resourced, upgraded playrooms that were bright, clean and well-ventilated. The service made effective use of available resources to create an attractive and welcoming learning environment. Indoor spaces were designed to enable children to actively engage in play and learning, with opportunities that promoted some exploration and creativity. We discussed the importance of continuing to develop all rooms, including introducing softer lighting and more designated spaces for rest, relaxation or quiet time, particularly within the 3-5 room. These additions would further support children's wellbeing, self-regulation and comfort.

This area for improvement has been met.

Previous area for improvement 4

To improve the quality of care, learning and experiences for children, the provider should ensure that effective quality assurance, self-evaluation and improvement plans are in place that identify strengths and areas for development and support continuous improvement of the service. This should include, but not be limited to:

- a) welcoming parents into the service
- b) carrying out regular and effective monitoring of the environment, personal plans and staff practice to support positive outcomes for children
- c) regularly and meaningfully seek the views of children, parents and staff which should be used to support positive outcomes for children and families
- d) supporting the manager in the office with administration tasks, managing staff performance and managing staff absence.

The Care Inspectorate's guidance, Self-evaluation for improvement - your guide, and the use of a self-evaluation framework would support this process.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: "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 10 January 2025.

Action taken since then

The introduction of a new manager and changes within the leadership team had positively influenced the service. We found there had been positive changes, evidencing a strong capacity to drive improvement across the setting with a focus on the service's vision, values and aims. As a result, the leadership approach had contributed to improved outcomes for children, families and the community, while also promoting staff health and wellbeing.

To further strengthen outcomes, we would encourage the service to review the design and ongoing evaluation of its vision, values and aims, ensuring these are meaningfully informed by children's rights, interests, curiosity, needs and preferences. Quality assurance and monitoring processes were still being developed and embedded. Staff confirmed that they engaged in self-evaluation tasks during team meetings and training opportunities and felt that their voices were heard. Staff worked hard to create a warm, welcoming environment where families were greeted during drop-off and collection times. These interactions provided meaningful opportunities for parents to share insights into their children's interests and achievements, enhancing children's care, play and learning.

This area for improvement has been met.

Previous area for improvement 5

To improve better outcomes for children and families, the staff team and management need a whole team approach to supporting the continuity of care, play and learning for children. We would ask the provider to review the current system in place to support management with staff absences, individual children's care and support needs and the consistency of the staff team.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: "My care and support is consistent and stable because people work together well" (HSCS 3.19).

This area for improvement was made on 10 January 2025.

Action taken since then

We found a more robust process was in place to support staff absences. The organisation now has its own supply of additional practitioners who are recruited through the organisation and are familiar with the children and establishments. As a result, there was consistency to support children's care and support needs.

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
Staff skills, knowledge, values and deployment	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

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