

Langholm Nursery Day Care of Children

Langholm Primary School
Thomas Telford Road
Langholm
DG13 0BL

Telephone: 01387 380 900

Type of inspection:
Unannounced

Completed on:
30 April 2025

Service provided by:
Dumfries & Galloway Council

Service provider number:
SP2003003501

Service no:
CS2003015493

About the service

Langholm Nursery is a daycare for children service situated in Langholm, Dumfries and Galloway. The service is registered to provide care to a maximum of 32 children at any one time from three years of age until they start attending primary school. At the time of the inspection, 30 children were registered with the service, and 17 children attended on day one, while 22 children attended on day two.

The service has an outdoor play area. Children were able to move freely between indoors and a secure outdoor area. The centre is within walking distance of local amenities.

About the inspection

This was an unannounced inspection carried out by one inspector from the Care Inspectorate. It took place on 28 and 30 April 2025. The inspector attended the service between 13:15 and 16:30 hours on 28 April and from 09:00 to 15:15 hours on 30 April.

To prepare for the inspection, we reviewed information about the service. This included registration information, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- observed practice and daily life
- spoke with children using the service
- reviewed documents
- spoke with the manager and staff
- received seven completed questionnaires from parents/carers to gather their views and feedback.

As part of this inspection, we undertook a focus area. We have gathered specific information to help us understand more about how services support children's safety, wellbeing and engagement in their play and learning. This included reviewing the following aspects:

- staff deployment
- safety of the physical environment, indoors and outdoors
- the quality of personal plans and how well children's needs are being met
- children's engagement with the experiences provided in their setting.

Key messages

- Children enjoyed a relaxed and social experience at mealtimes.
- Children were having fun playing together and making friends.
- Management and staff were knowledgeable about each child's needs.
- Staff were enthusiastic about delivering the best outcomes to children and families.
- There was a positive staff ethos, and staff worked well together through effective communication and supporting each other through respectful interactions.

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

How good is our care, play and learning?	5 - Very Good
How good is our setting?	5 - Very Good
How good is our leadership?	5 - Very Good
How good is our staff team?	5 - Very Good

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

How good is our care, play and learning?

5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children; therefore, we evaluated this key question as very good.

Quality indicator 1.1: Nurturing care and support.

Children experienced warm, caring, and nurturing approaches. This supported children to be secure, happy, settled, and confident. Children approached staff for cuddles and invited staff to participate in their play and learning. Parents told us, "It is a very friendly and welcoming environment. Staff are hard working and have a good rapport with the children in their care," and "The team are great, my child loves nursery!"

Personal plans supported children's overall wellbeing. 'One page profile' records provided staff information about children's health, wellbeing, and safety needs. They were developed in collaboration with families. Both management and staff were knowledgeable about children's individual needs. They had developed clear strategies to support children to have a positive experience at the nursery. This support helped build children's resilience and supported positive outcomes.

Children were actively involved in organising the lunchtime routine. They helped staff to set up lunch, which supported them in developing life skills. Staff sat alongside children, supporting them when needed. This helped keep children safe during mealtimes. Children were encouraged to serve their own meals and were supported to pour drinks and clear away their plates after eating. As a result, children were developing their independence. They were relaxed and enjoyed the food that was provided. Fresh water was available throughout the day, and children were encouraged to access it. This helped keep children hydrated.

Staff were confident about child protection procedures. They had attended in-house training and were confident about their responsibilities should they be required to report any concerns. Staff knew who to report any concerns to in the absence of the child protection coordinator. This helped to keep children safe.

Accidents and incidents were recorded and appropriately shared with parents. When accidents and incidents did occur, staff and management reviewed why they happened to ensure they reduced the risk of them happening again. These processes support children's overall wellbeing.

Quality indicator 1.3: Play and learning.

We observed children who were happy and engaged in leading their own play and learning, with support from staff when needed. Toys and resources had been organised to foster their curiosity, creativity, and imagination. For example, children enjoyed playing with toy animals and discussing their pets while staff joined the play. As a result, children engaged well with each other and played cooperatively, using their imagination and curiosity.

Planning approaches were child-centred and responsive to children's interests and life experiences. Staff were knowledgeable about child development and used this knowledge to support their provision of quality play and learning experiences. For example, children were learning about chicken eggs in an incubator, exploring how they grow and their life cycle. There were also plenty of natural and open-ended resources, as well as real-life materials, which encouraged problem-solving. Children were trying to fix a bucket that had a hole in it, and the staff asked lots of good questions and tested out their ideas.

To support their learning, staff actively listened to children's voices. Children could influence the experiences offered, and staff planned and implemented opportunities based on children's needs and interests. Children's progress and learning was recorded in planning and children's online journals to evaluate and identify next steps. This led to further learning and development. As a result, children were making progress. Parents shared with us about their child's education, commenting, "Learning opportunities are child-led and set up with great care and attention to detail! Developing Number Knowledge is used in the Nursery setting which helps to lay the foundations for the transition to primary school."

Children benefitted from connections to their local community through visits to the woodland, where they learnt about nature and wildlife and how to look after them. Children had access to the local park and library and went for walks around the village. Children were learning about the world around them.

How good is our setting?

5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children; therefore, we evaluated this key question as very good.

Quality indicator 2.2: Children experience high quality facilities.

The setting was extremely comfortable and welcoming, with plenty of natural light and ventilation. Furnishings were of a high standard. Children had ample space to play and explore their surroundings. We observed children enjoying a story in the quiet area, which was furnished with comfortable sofas and cushions. This gave children a sense that they mattered.

Play spaces reflected children's current interests and curiosities, providing appropriate resources and materials to support learning. For example, children enjoyed playing with the animals indoors and wanted to play outdoors, so they set up play activities both indoors and outdoors. The environment was thoughtfully structured to account for all children's interests and stages of development.

There was an outdoor play area available, with access direct from the playroom, featuring a variety of resources, such as large sandpits, water trays, balance beam, willow arch, and tyres. The 'early years' had access to the woodlands, which they started developing. One parent shared their thoughts on outdoor learning, mentioning, "He loves doing the 'green' activities they do, like den building, clay faces on trees, sports on the 3G pitch, going for walks, etc. They are always on the go and out doing something which I really like." This supported children's energetic play and learning about the world around them.

Real-life resources, such as pots, pans, and empty food boxes, supported children's imagination, curiosity, and critical thinking skills. Open-ended materials and 'loose parts' were available indoors and outdoors. For example, children were enjoying building with the blocks and playing with the shells in the play dough. This supported children's imaginative play and learning as well as their fine motor skills. A parent shared that, "The environment is ideal & the children are allowed to play indoors & outdoors. Resources are regularly changed to encourage children to explore different toys, etc. It is a calm learning environment." The large variety of high-quality toys and materials supported children in developing their play in a way that met their needs.

Infection prevention and control measures were in place throughout the service to minimise the spread of

infection. Children were reminded and supported to wash their hands. Staff washed their hands often, role modelling for children and sharing the importance of good hygiene. This helped keep children safe and well.

Information about children was stored securely. Management was aware of their responsibilities to ensure confidential information was stored safely. This protected children's privacy.

How good is our leadership?

5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children; therefore, we evaluated this key question as very good.

Quality indicator 3.1: Quality assurance and improvement are led well.

Throughout the inspection, management and staff engaged well and responded to advice and encouragement when suggestions were made. We found good relationships within the team, and management and staff were committed to the development of the service. The team worked well together to establish a shared vision to deliver the best outcomes for children and families. As a result, they were well placed to continually develop the service.

The views of children and families were regularly sought to inform the development of the service. Daily conversations with children and regular consultation enabled children to express their interests, likes, and dislikes. This was reflected in how the play environment was set up to take account of children's interests. This helped children feel valued and included in the service.

Management and staff regularly communicated with parents through online learning journals, emails, and daily chats. The service encouraged parental involvement through 'stay and play' sessions and a lending library. This helped create positive relationships where children and families felt heard and respected. Parents commented, "The staff are always happy to listen to any ideas you may have and look for inspiration from parents, for example, for snack ideas," and "We are regularly consulted on and asked to give feedback on procedures and activities."

Staff evaluated their practices effectively by using the Care Inspectorate's 'Quality Framework for Daycare of Children, Childminding, and School-Aged Childcare'. This process allowed them to identify strengths and areas that needed improvement. The identified areas for enhancement were documented in a realistic and achievable improvement plan, which was regularly reviewed and assessed. This approach supported both the manager and staff in delivering high-quality care, play, and learning tailored to the needs of the children and families using the service.

Quality assurance processes, including regular monitoring and self-evaluation, helped to quickly identify and address any issues. The manager and staff worked together to model best practices and reflect on the environment, children's experiences, and staff practices. This collaboration led to positive outcomes for both children and families.

How good is our staff team?

5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children; therefore, we evaluated this key question as very good.

Quality indicator 4.3: Staff deployment.

The staff team were warm, welcoming, and caring. This promoted a positive environment for children and families. The nursery was appropriately staffed, and staff were suitably deployed throughout the day to meet children's needs. Throughout the service, there was a focus on the children as individuals; this ensured that individuals' needs were consistently met.

Staff worked well as a team, and their different skills and knowledge complemented each other. This resulted in positive interactions with the children. Parents told us about the positive aspects of children's experiences in the service; "The staff are always approachable & interested in ideas & opportunities," and "The staff work extremely hard to give the children lots of different learning opportunities both in the nursery & outwith."

Staff responded to children's requests. For example, staff supported children when they found the hole in the bucket and worked together to fix it. This supported the children's problem solving and curiosity. Staff positioned themselves appropriately to ensure children were safe as they moved between areas to ensure maximum supervision. Staff communicated well with each other, transitions were planned, and children were familiar with the daily routine. This created an environment that promoted children's rights and helped keep them safe.

The management team effectively supported staff by spending regular time on the nursery floor. This helped to build positive working relationships and allowed time for staff to engage in professional discussions that enhanced the way they delivered children's care. Staff were happy, engaged, and shared tasks by working as a team. This ensured the day ran smoothly and that children were always aware of who was providing their care.

Arrangements were in place to promote continuity of care across the day. Staff breaks were well planned and supported by staff who provided lunchtime cover. This ensured minimal disruption to children's play, learning, and routine.

All staff members expressed that they felt well-supported by their management team and colleagues. One staff member shared, "Advice and support is given by my manager on how to carry out different strategies. My manager ensures that the staff's wellbeing is recognised and supported well." This supportive environment helped staff feel valued and clarified their roles and responsibilities, leading to positive outcomes for the 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

How good is our care, play and learning?	5 - Very Good
1.1 Nurturing care and support	5 - Very Good
1.3 Play and learning	5 - Very Good

How good is our setting?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very Good

How good is our leadership?	5 - Very Good
3.1 Quality assurance and improvement are led well	5 - Very Good

How good is our staff team?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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