

Zetland Nursery (Day Care of Children) Day Care of Children

50'a Bo'ness Road
Grangemouth
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Telephone: 01324 486 031

Type of inspection:
Unannounced

Completed on:
29 July 2025

Service provided by:
Sadia Ahmed

Service provider number:
SP2012983328

Service no:
CS2012306846

About the service

Zetland Nursery (Day Care of Children) is a daycare of children service situated in the town of Grangemouth. The service occupies a large converted building and has three play rooms to accommodate the various age groups of children. Children in the large playroom have direct access to an enclosed garden area. Younger children have direct access to their own outdoor space. Older children benefit from a separate area to eat snacks and enjoy mealtimes. There is space for children to rest and sleep. Each playroom offers children access to toilets and nappy changing facilities.

The service is registered to provide a care service to a maximum of 45 children not yet attending primary school at any one time, of whom no more than nine are aged under two years.

About the inspection

This was an unannounced inspection which took place on Monday 28 and Tuesday 29 July 2025. The inspection was carried out by one inspector from the Care Inspectorate.

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

In making our evaluations of the service we:

- spoke with children in the service
- reviewed digital responses from five families and four staff
- spoke with one family in person
- spoke with staff and management
- observed practice and interactions with children
- reviewed documents.

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:

- 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

- Children experienced warm, nurturing approaches to their care.
- Children's overall wellbeing was supported and their needs were being met.
- Planning approaches were child centred and responsive to children's interests and needs.
- Children benefitted from an environment that was comfortable and welcoming.
- Staff knew children well and positive relationships between them had been established.
- Staff communicated and worked very well together.

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?	4 - Good
How good is our setting?	4 - Good
How good is our leadership?	4 - 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?

4 - Good

We evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Quality Indicator 1.1 - Nurturing care and support

Children experienced a warm and nurturing approach from a caring staff team. They knew children well and as a result were able to offer appropriate care and support to individuals. Staff understood the importance of developing positive relationships with children and families. Families described staff as friendly and welcoming. One family said, "The staff in the nursery are wonderful." Another told us that staff were, "always very welcoming and have a genuine interest in my child." As a result, children felt loved and secure as their overall wellbeing was supported and their needs were met.

The relaxed and unhurried atmosphere during mealtimes promoted a positive social experience for children. Staff sat and chatted with children as they ate, ensuring they were safe and gently encouraged them to try new foods. The service provided nutritious meals and snacks which were prepared by staff. Children were familiar with mealtime routines and confidently selected plates and bowls before self-serving their food. We discussed ways to support children to further develop important skills by involving them in the preparation of meals. For example, by helping to cut fruit and vegetables, and spread butter on crackers.

Personal plans had been developed and included the views of families and children. Staff used this information, alongside information shared informally at drop off and pick up time, to support children's routines. Personal plans were updated regularly with families. As a result, staff could respond to changes in children's lives. This supported strong relationships and meant children experienced a consistent and continuous approach to their care. To further support all staff, including new and temporary staff, we discussed ensuring important information, including strategies of support for children, is easily accessible.

At the time of inspection no children required medication. We were satisfied that appropriate procedures were in place to safely administer, record and share information with families when it was needed.

Quality Indicator 1.3 - Play and learning

Children were happy and having fun as they explored all that nursery had to offer. They told us they liked coming to nursery, playing in the garden, and enjoyed playing with friends. Almost all children were busy and engaged in their play as they were supported and encouraged by staff.

Staff listened to children and were responsive to their needs and wishes. Some effective questioning provided opportunities for children to think and deepen their learning. For example, as staff asked them, how many legs does the spider have? Do you think spiders can run fast? Nurturing interactions and acknowledgement of children's achievements meant children were developing confidence in their abilities and promoted their self-esteem.

Planning approaches were child centred and responsive to children's interests and needs. Observations of children's learning were recorded and shared with families through a digital app. Families told us that they appreciated updates on the app. One family said, "I really enjoy the Family app that they use as I feel connected to my child and how their day is going." Another family told us about their child's learning opportunities at nursery, "My child is always allowed to explore, they are an explorer. They have managed to pick my child's interests in such a short time and have helped them in areas they needed guidance." The service should continue to develop ways to evaluate and track children's learning and the progress they are

making. This will support staff to identify where additional supports, or appropriate levels of challenge, are needed to ensure all children reach their potential (**see area for improvement 2 under 'What the service has done to meet any areas for improvement we made at or since the last inspection'**).

Children moved freely and were well supported by staff within playrooms. We discussed ways to support free flow access to the garden for older children. This would help to ensure play opportunities are not restricted. It would also enhance children's choice, recognise their right to play and support their wellbeing. Younger children would also benefit from more access to fresh air and outdoor sensory play throughout the day. The service had recognised this through their self-evaluation processes and were planning improvements to provide children with more free-flow opportunities.

Children's language and literacy skills were encouraged and well supported across the service. Younger children had fun singing, listening to rhymes and interacting with staff sitting at their level. Older children enjoyed mark making opportunities as they drew pictures and practised writing, indoors and outdoors. As a result, children were progressing well and were happy and confident.

How good is our setting?

4 - Good

We evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Quality Indicator 2.2 - Children experience high quality facilities

Children were cared for in an environment that was comfortable, well-furnished and welcoming. Staff had reflected on the layout and organisation of spaces since the last inspection. Playrooms had been well considered and offered children cosy, quieter spaces to stop, think and rest. There was ample floor space for children to extend their play and learning. As a result, children were given a message that they matter.

Indoor and outdoor environments took account of children's age and stage of development. Resources were organised and developmentally appropriate throughout and across the service. Children had opportunities to investigate natural, open ended and real life resources. We discussed providing sensory opportunities for younger children to explore, such as sand and water play within their playroom.

Outdoor areas were fully enclosed and offered children space to play outdoors in all weather conditions. The 'outdoor classroom' area in the older children's garden had been a focus area for the service. Many children made good use of the mark making resources in this area and were busy and engrossed in their play and learning.

Risk assessments had been developed and helped to ensure children's safety was promoted as potential risks had been minimised. We discussed how the service could develop these further by involving staff and children when they reviewed current, and created new assessments.

Children benefitted from a clean and organised setting that was well maintained. Systems had been developed which supported the manager to ensure repairs were followed up and carried out in a timely manner. Staff understood the arrangements for, and the importance of cleaning within the service. Children were supported to be healthy and safe through effective infection, prevention and control practices. Cleaning routines, alongside hand washing routines supported a safe environment and reduced the spread of infection.

How good is our leadership?

4 - Good

We evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Quality Indicator 3.1 - Quality assurance and improvements are led well

The management and staff team were committed to delivering a quality service for children and families. They valued the importance of establishing and maintaining strong relationships to ensure a sense of belonging. The values of the service were evident in the nurturing interactions observed during our visit.

The service had created an improvement plan which had been developed through self-evaluation and considered the views of staff. We discussed the importance of including the views of children and families in future development priorities within plans. This would ensure the views of all stakeholders were considered.

Effective policies, procedures and quality assurance processes were in place and also supported the development of the service. This meant that an environment of continuous improvement was promoted and aimed to secure positive experiences for children.

The enthusiastic manager had attended self-evaluation training sessions delivered by the Care Inspectorate Improvement Team. They committed to the course, and shared learning from these sessions with their team. As a result, children benefitted from a positive ethos where the staff team were motivated to meeting their needs.

How good is our staff team?

5 - Very Good

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

Quality indicator 4.3 - Staff deployment

Effective use was made of staff experience, knowledge and skills to ensure children's experiences across the day were positive. Staff communicated well with each other and worked together to ensure children were safe and having fun. They anticipated where and when support might be needed. This created a respectful atmosphere and meant key tasks could be carried out whilst ensuring children were appropriately cared for throughout the day.

Staff knew children well and secure relationships between them had been established. One family told us, "My child feels valued and loves the interaction at nursery with both friends and the staff." Another family said, "My child enjoys going to Zetland and I have no concerns. She has created great bonds with both staff and children." This meant that children felt safe, secure and happy in a service where a caring staff team nurtured and supported them.

Staff wellbeing was important to the management team. They made time to meet regularly with staff. Staff told us that they felt they could speak to the manager whenever they needed. One member of staff said, "I am very happy in my role and enjoy coming to work." As a result, staff felt valued and well supported.

The management team recognised and valued the importance of ensuring the service was appropriately staffed at all times. Absence management supported continuity of care for children with staff who were familiar to them. Staff were flexible and breaks were planned to minimise the impact on children whilst making sure staff had time to rest and be refreshed.

The service had developed processes for mentoring and supporting new and trainee staff. They made good use of the skills and knowledge of the whole team, as well as allocating a dedicated mentor. The induction process had been developed taking account of the Scottish Government published Early Learning and Childcare (ELC) National Induction Resource.

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 support children's learning and development, the manager and staff should ensure children experience high quality play and learning relevant to their age and stage of development. This should include, but not limited to, ensuring staff are knowledgeable and trained in using effective questioning to scaffold learning and extend children's thinking.

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 have fun as I develop my skills in understanding, thinking, investigation, and problem solving, including through imaginative play and storytelling' (HSCS 1.30).

This area for improvement was made on 23 October 2024.

Action taken since then

Staff shared information about training they had attended. They recognised the benefits, including the difference made to their practice and the positive impact on children's experiences. There was a notable difference in staff confidence and more use of effective questioning by some staff to further encourage children's thinking and learning.

This area for improvement has been met.

Previous area for improvement 2

To ensure additional supports and sufficient levels of challenge for children are planned for, the manager should develop ways to evaluate and record children's progress and achievements.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I am supported to achieve my potential in education' (HSCS 1.27).

This area for improvement was made on 23 October 2024.

Action taken since then

The manager had been working with local authority teacher to gain an understanding of their progression framework. A new framework was being developed and there are plans to introduce this fully at the start of the new academic year. The local authority teacher will provide further support to ensure children's progress is recorded and planned for using the new framework.

This area for improvement has not yet been fully met and has been restated in this report.

Previous area for improvement 3

To support children's comfort and reduce risk of infection, the provider should ensure furnishings are clean and well maintained. This should include, but is not limited to, implementing robust cleaning routines and improving how potential risks are identified through monitoring.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I experience an environment that is well looked after with clean, tidy, and well maintained premises, furnishings, and equipment' (HSCS 5.24)

This area for improvement was made on 23 October 2024.

Action taken since then

There was evidence of continual environment audits carried out by staff as well as staff reflections of play areas. The environment and furnishings had improved since the last inspection. Playrooms, furniture and resources were clean, tidy and well maintained. Monitoring audits were carried out monthly by the manager to ensure maintenance and repairs were carried out and followed up when necessary.

This area for improvement has been met.

Previous area for improvement 4

To keep children safe from avoidable harm, the manager and staff should consider the layout and organisation of furniture and resources. This should include, but is not limited to, where items are placed in the garden area.

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

This area for improvement was made on 23 October 2024.

Action taken since then

Consideration had been given to how spaces were being used by children. Staff were reflective and involved children. They observed how spaces were being used and made changes which had led to improvements in the environment. This meant children were more engaged and making good use of resources. The service had further developed their risk assessment for the garden area to minimise risk through effective staff deployment.

This area for improvement has been met.

Previous area for improvement 5

To ensure the service delivers high quality care and support the views of stakeholders should be meaningfully represented and used as a starting point for future improvements.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I am supported to give regular feedback on how I experience my care and support and the organisation uses learning from this to improve.' (HSCS 4.8).

This area for improvement was made on 23 October 2024.

Action taken since then

Feedback from staff, children and parents had been sought and were responded to. For example, redecoration of hallway and rooms. We discussed the importance of continuing with this and considering how feedback from children and families could influence and inform service improvement plan priorities in the future.

This area for improvement has been met.

Previous area for improvement 6

To support improvement to the service and ensure good outcomes for children, the manager should ensure self-evaluation and quality assurance of the service are embedded in practice and involve all stakeholders to bring about positive changes and sustained improvement.

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 23 October 2024.

Action taken since then

The service had developed a quality assurance calendar which supported the manager and ensured timely audits and monitoring to further support children's wellbeing and experiences.

This area for improvement has been met.

Previous area for improvement 7

To promote and sustain quality care and outcomes for children, staff should continue to access training, guidance, and best practice documents. This will ensure all children experience high quality care, play and learning.

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.' (HSCS 3.14).

This area for improvement was made on 23 October 2024.

Action taken since then

A programme of training was delivered by the area manager for all provider settings. Staff shared how this had been beneficial to their professional development and improved their knowledge and understanding. They shared that training courses of interest were highlighted to the manager who would then source access, where possible. They also spoke of the benefits of coming together with staff from other settings.

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

How good is our care, play and learning?	4 - Good
1.1 Nurturing care and support	4 - Good
1.3 Play and learning	4 - Good
How good is our setting?	4 - Good
2.2 Children experience high quality facilities	4 - Good
How good is our leadership?	4 - Good
3.1 Quality assurance and improvement are led well	4 - Good
How good is our staff team?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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