

Hollytree Childcare Ltd

Day Care of Children

2-4 Bay Willow Court
Cambuslang
Glasgow
G72 7AD

Telephone: 01416 420 094

Type of inspection:
Unannounced

Completed on:
24 July 2025

Service provided by:
Hollytree Childcare Ltd

Service provider number:
SP2020013527

Service no:
CS2020380074

About the service

Hollytree Childcare Ltd is registered to provide a day care service to a maximum of 74 children not yet attending primary school. Of those no more than 21 are aged under 2 years; no more than 15 are aged 2 to under 3 years; no more than 38 are aged 3 years to those not yet attending primary school.

The service is in partnership with South Lanarkshire Council to provide funded places for children 2 years to those not yet attending primary school.

The nursery is situated in a quiet residential area of Cambuslang, South Lanarkshire. Care is provided in two buildings which contain five separate playrooms, designed to meet the needs of the children. Children attending the service had access to an outdoor play area and outdoor classroom. The service is close to local amenities including parks, shops and primary schools.

There were 142 children registered to attend the service during the week of the inspection.

About the inspection

This was an unannounced inspection which took place on 23 and 24 July 2025 between the hours of 8:00 and 16:30. The inspection was carried out by two 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 since the last inspection.

In making our evaluations of the service we:

- observed the children's experiences during our two day inspection
- we gathered feedback from 21 families using a survey
- we gathered feedback from nine staff using a survey
- spoke with the staff and management present during the inspection
- we observed staff practice in all of the playrooms and gardens
- we 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:

- 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

- Children were happy and had formed positive, nurturing relationships with both peers and staff.
- Staff respected children's individual preferences and thoughtfully planned care and support to meet their needs.
- The playrooms were well resourced, providing children with easy access to materials to support their play and learning needs.
- Quality assurance systems were in place, with minor improvements these could become more effective in driving continuous improvement and enhancing outcomes for children.
- Staff worked well as a team. To build on this strength engaging in further training focused on planning and delivering high quality play and learning experiences would further stimulate children's curiosity to learn.

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?	4 - 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 found several strengths impacted positively on outcomes for children, and they clearly outweighed areas for improvement, therefore, we evaluated this key question as good.

Quality Indicator 1.1: Nurturing care and support.

We found children to be happy, confident, and welcoming within the nursery setting. Many were eager to engage with inspectors, asking who we were and why we were visiting, with some proudly showing us around the nursery. Children told us about their time at nursery. One child commented "It's fun and I get to play with my friends" and another child said, "I like playing outside."

Each morning, children and their parents were warmly welcomed into the nursery, helping to create a positive start to the day. We discussed the potential for the service to further strengthen family connections for example, by routinely inviting parents into the playrooms. This could enhance the sense of belonging for both children and their families and reinforce the nursery's inclusive and nurturing environment.

Staff worked hard to support smooth transitions for children and their families. This included transitions from home to nursery, within the nursery setting, and when children moved on to school. As a result, children developed a strong sense of security and belonging and were happy and confident in their new environments.

We observed staff interactions to be consistently caring and kind. When children required personal care, staff approached this with respect and sensitivity. For example, they asked children if it was okay to wash their face or if they would like to have their nappy changed. Greater use of tools such as visual aids could further support children's right to express themselves and influence their care.

Children told us they felt safe and secure in the nursery, and that staff helped them feel protected. We noted that staff generally used appropriate language when speaking with children. However, we identified opportunities for further development for example, staff would benefit from training on the use of open-ended questioning to extend children's learning.

The service effectively gathered relevant information about the children and used this to plan appropriate care and support. Almost all parents agreed they had been fully involved in developing and agreeing their child's personal plan. Each child had a personal plan in place, which enabled staff to identify individual needs and implement strategies to support these. However, further development is needed in the process of identifying children's needs. For example, staff would benefit from additional training in child development and in collaboratively agreeing on strategies to meet identified needs. This would enhance the consistency and effectiveness of support provided across the service.

Quality indicator 1.3 Play and learning.

Throughout the service, children were actively engaged and appeared happy, making independent decisions about their play and learning. Children told us they liked the play experiences on offer. Across all playrooms, there was evidence of meaningful play. Staff applied various play theories, such as schematic play for younger children, and responded to the interests of older children. As a result, children explored a range of topics including space, emotions, and early numeracy. We discussed opportunities to further

enhance the breadth and balance of learning experiences offered, ensuring a richer and more varied play and learning. The service had identified this within their improvement plan and were at the stage of planning how they would achieve this.

Staff demonstrated skilled interactions with children, including effective role modelling and the use of repetition to support learning. Whilst staff listened to children's voices, we discussed the benefit of children leading their learning and staff having more of a facilitator role. Staff should increase the use of real-life and natural materials to inspire play and learning, guided by children's natural curiosity. A better collaboration between adult and child led play would create a more effective learning environment.

Children had regular access to outdoor play, which is a positive aspect of the service. However, further development is needed to ensure that all children can freely choose to play outside and have access to high-quality, challenging, and inspiring play and learning experiences, comparable to those offered indoors. Some children attended forest school sessions in the local community. One parent told us that "The forest school trips this year have been a great opportunity." The service shared that new outdoor resources have been ordered, including more natural materials.

How good is our setting?

4 - Good

We found several strengths impacted positively on outcomes for children, and they clearly outweighed areas for improvement, therefore, we evaluated this key question as good.

Quality indicator 2.2 Children experience high quality facilities.

The premises provided a safe and secure environment. However, there was an issue with the front door not opening properly due to the heat. The manager was actively seeking a solution. We recommended that this issue be addressed promptly, as it was impacting on families arrival causing frustration, increased waiting times, and prolonged children's transitions.

Overall, the premises were clean and well maintained. Minor issues were identified, such as two radiator covers required attention. The service had an effective system in place to manage maintenance tasks, and we observed work being carried out during the inspection to address issues.

Playrooms were well resourced, and children had good access to materials. Furniture was appropriately sized, and resources were easily accessible, promoting self-selection and supported child led play and learning. Various cosy spaces and soft furnishings were available throughout the service, providing areas for children to rest and relax. The use of natural colours and resources contributed to a calm and nurturing environment.

Displays were in place to provide parents with relevant information. We discussed the importance of considering the location of displays. It would be beneficial to position more displays at children's eye level and to ensure that all displays are meaningful and purposeful.

How good is our leadership?

4 - Good

We found several strengths impacted positively on outcomes for children, and they clearly outweighed areas for improvement, therefore, we evaluated this key question as good.

Quality indicator 3.1 Quality assurance and improvement are led well.

The service had made improvements in its quality assurance procedures, resulting in better outcomes for children since the last inspection. We found good practice guidance was being implemented effectively. Further development in the use of self-evaluation tools would support the service in measuring success and ensuring that changes lead to positive impacts. This would also help the service better understand its strengths and set realistic, achievable goals.

Safer recruitment practices followed national good practice guidance. However, record-keeping could be strengthened by documenting all relevant information and actions taken, within the staff files.

During the inspection, we discussed how the play space was being used to meet the needs of the children. At the time, children were in the early stages of transitioning into their new playrooms. The service confirmed that the facilities and floor space were appropriate for the number and age range of children attending. However, we advised leaders to ensure robust quality assurance systems are in place to monitor overall attendance numbers. This is particularly important when parents request changes to their children's booked days or additional sessions. Maintaining accurate records will help ensure the service remains compliant with its conditions of registration (see area for improvement one).

The use of national good practice guidance has contributed to improved outcomes for children, particularly in keeping children safe. A review of service policies highlighted the need for leaders to ensure these were in alignment with current national guidance. For example, policies should reflect the requirement to notify lead agencies, including the Care Inspectorate, when significant events occur.

Consultations with children and families had taken place but could be enhanced through more effective and meaningful methods. Linking consultation activities to the service improvement plan would support leaders in measuring success. This could include ensuring children's voice influence's the care they receive, further strengthen the child-centred approach.

Throughout the inspection, leaders demonstrated openness and transparency, actively sharing information and engaging in dialogue. The leadership team had a clear structure. We discussed the importance of allocating designated time for leaders to focus on their roles and responsibilities, particularly in relation to quality assurance, to further develop their skills and knowledge.

Areas for improvement

1. To ensure the safety and welfare of children, the provider should the overall numbers of children in attendance are in line with the conditions of registration.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: "I use a service and organisation that is well led and managed" (HSCS 4.23).

How good is our staff team?

4 - Good

We found several strengths impacted positively on outcomes for children, and they clearly outweighed areas for improvement, therefore, we evaluated this key question as good.

Quality indicator 4.3 Staff deployment.

Staff were pleasant, welcoming, and friendly. Each member had a designated role within the playrooms and

demonstrated effective teamwork both within their individual rooms and across the nursery. Communication was respectful, and tasks were shared appropriately. However, staff should remain mindful not to become overly task-focused, particularly during mealtimes, to ensure children's emotional and social needs continue to be prioritised.

Staff showed skill in supporting children during morning transitions, helping them settle quickly and positively. Staff provided reassurance and responded sensitively to children's needs, fostering strong relationships that contributed to a smooth start to the day.

Staffing levels were appropriate to meet the needs of the children. Although, staff should reflect on how they deploy themselves and ensure they manage their time more effectively. This could include proactively opening outdoor play areas, organising local outings, or engaging in professional development and reflective practice.

Staff had varied skills and experience, with the majority holding relevant qualifications. To ensure consistently high-quality care and support across the service, we suggested that each staff member has a personalised professional learning and development plan.

Overall, staff are a key strength of the nursery. Moving forward, leaders should continue to consult with staff and incorporate their views meaningfully into self-evaluation processes, recognising and valuing their contributions and experiences.

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

Requirements

Requirement 1

By 18 November 2024, the provider must ensure safe storage and administration of medication to support children's health and wellbeing.

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

- a) ensure all required medication is stored in the premises at all times the child is in attendance.
- b) have clear records about children's allergies, including the signs, symptoms and actions to be taken in the event of an allergic reaction.
- c) ensure all staff are aware of the medical and health needs of individual children.

This is to comply with Regulation 4(1)(a)(Welfare of users) of the The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

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'; and 'I experience high quality care and support based on relevant evidence, guidance and best practice' (HSCS 4.11).

This requirement was made on 31 October 2024.

Action taken on previous requirement

The service had reviewed their administration of medication policy using the current care inspectorate management of medication guidance. This included paperwork, storage of medication and system to ensure all staff had the relevant information to administer medication safely when needed.

They had made the relevant changes, they now held records which included accurate information on the medication stored on the premises and detailed allergy care plans for children that required one. They ensured all staff that required to know, were trained and well informed in safe administration of medication, for each child.

We made a minor suggestion that if staff had to give a child medication, following the when require signs and symptoms, to record the reason and any outcome. This is to ensure they have accurate records reflect when decision had been made to give medication and the outcomes of such decisions.

This has been requirement was met.

Met - within 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 support children's wellbeing, learning and development, the provider should ensure children's personal plans reflect their needs. This should include, but not be limited to, recording children's care and support needs and how they will be met in practice.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states 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 area for improvement was made on 31 October 2024.

Action taken since then

Children's personal plans included information gathered from families and other professionals. Staff, alongside parents, agreed children's personal targets and planned how these would be supported within the setting.

To further enhance personal plans, we discussed ensuring targets set were meaningful to individual children. The service agreed improvements could be made and shared with us that they had incorporated how staff planned to meet children needs in the services improvement plan for this year.

As a result, we agreed this area for improvement had been met.

Previous area for improvement 2

To promote children's health and wellbeing, the provider should ensure that children have a safe eating experience. This should include, but is not limited to, ensuring children are supervised when eating, and meals are served at a safe temperature.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: 'I experience high quality care and support based on relevant evidence, guidance and best practice' (HSCS 4.11).

This area for improvement was made on 31 October 2024.

Action taken since then

We found mealtimes to be relaxed, unhurried and to be a sociable experience. Staff sat alongside children providing support and effective supervision. Since the last inspection the service had developed processes to check food is served at suitable temperatures.

We discussed further enhancement of mealtimes to include better opportunities for children to be able to learn skills such as self serving and to consider mealtimes being more personalised and social experiences for the youngest children.

The service had started to reflect on their management of food nutrition in line with the new setting the table guidance.

As a result, we agreed this area for improvement had been met.

Previous area for improvement 3

To ensure children's health, wellbeing and safety, the manager should further develop robust quality assurance systems to identify and respond to gaps in practice, and support continued development and improvements.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS) which states 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 31 October 2025.

Action taken since then

The service had made improvements to the quality assurance systems in use. As a result, we seen improvements which resulted in better outcomes for children. This included development of mealtimes, personal plans and management of medication.

We discussed with the management further ways to enhance the planning for improvements and monitoring systems. The management found this useful and informed us they planned to use the SMART (Specific, Measurable, Achievable, Relevant, and Time-bound) framework when setting priorities.

As a result, we agreed this area for improvement had 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?	4 - Good
4.3 Staff deployment	4 - Good

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