

## Bright Horizons@Gogarburn Day Care of Children

RBS Gogarburn Nursery  
175 Glasgow Road  
Edinburgh  
EH12 9BH

Telephone: 0131 6038420

**Type of inspection:**  
Unannounced

**Completed on:**  
19 August 2025

**Service provided by:**  
Bright Horizons Family Solutions Ltd

**Service provider number:**  
SP2003000319

**Service no:**  
CS2005097917

## About the service

Bright Horizons @ Gogarburn is registered to provide a care service to a maximum of 70 children under the age of eight years and operate between the hours of 7am and 7pm, Monday to Friday.

The nursery is situated in a renovated stable block in the grounds of the Royal Bank of Scotland (RBS) at Gogarburn campus on the outskirts of Edinburgh. The premises are set amongst parkland. The nursery building has two floors and comprises of three playrooms and two outdoor play areas. There are additional rooms for parents to use while settling children in and staff facilities.

## About the inspection

This was an unannounced which took place on 12 - 14 August between 9:30 and 18:00. 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 using the service and five parents
- spoke with staff and management
- observed practice and daily life
- reviewed documents
- reviewed feedback from thirteen parents.

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 benefitted from warm, nurturing care and positive relationships with staff.
- Managers need to ensure that all strategies of support for children are recorded, implemented and evaluated.
- Children benefitted from a safe, stimulating and well-maintained environment.
- Parents were positive about their relationships with staff.
- Management demonstrated a strong and shared vision for improvement.

## 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?	5 - Very 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 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 warm, nurturing care from staff who knew them well. Staff were respectful when providing personal care and this supported children's emotional wellbeing. Families' preferences were listened to and reflected in children's daily routines. For example, staff ensured children's comfort by following home routines such as providing favourite comforters at sleep time. Parents told us they valued this approach, as it helped their children feel secure.

Mealtimes were calm, relaxed and sociable. A chef prepared meals and snacks, taking account of children's allergies, intolerances and cultural preferences. Additional systems, such as coloured plates and name markers, ensured children were safe and supported during mealtimes. Health care plans were in place for children with allergies or additional dietary needs which ensured that staff were aware of how to respond if symptoms occurred. Children were encouraged to develop independence by serving themselves, pouring drinks and clearing plates. At times during lunchtime, staff were task orientated resulting in children not always being adequately supervised. We discussed with staff and management that supervision should be improved to ensure children's safety when eating.

Menus were being reviewed to align with the updated Setting the Table guidance (2024). While most parents were very positive about the food provided, others suggested more variety and diversity in meals would be beneficial. Menus were regularly shared with parents to encourage their involvement and address concerns. Children enjoyed experiences with the chef, such as baking activities, which supported their learning and development of life skills.

Children were encouraged to stay hydrated throughout the day. Children had opportunities for daily rest, sleep and outdoor play. This supported their overall wellbeing.

Personal plans were developed in partnership with parents and updated every six months, or sooner if children's needs changed. Transitions and settling-in procedures were child-centred and flexible, staff worked closely with families to ensure that children felt secure. Parents described transition meetings with staff as helpful and valued being able to contribute their views. Staff supported children at their pace, which helped reduce anxiety and promote confidence.

Most children's support plans were detailed, providing clear strategies to support their development. In some cases, however, strategies were not consistently implemented or evaluated, which limited their effectiveness. Staff and management recognised this and had begun to review their approach to ensure current strategies were recorded, known by all staff, put into practice and regularly monitored. This would contribute to children being consistently supported.

Staff worked with parents and external professionals, such as health visitors and speech and language therapists, to meet children's individual needs. This helped to ensure that children and families received additional support when needed.

### Quality indicator 1.3: Play and learning

Children experienced a wide range of play opportunities which supported their learning and development. Individual planning had recently been introduced across the nursery. This meant staff were beginning to consider children's individual interests and next steps, alongside curriculum planning, to provide meaningful learning experiences. Parents told us they valued the variety on offer, with one commenting "There are always a range of activities available to join in or do individually".

In the pre-school room, the well-resourced environment supported children to lead their own play and learning. However, some planned topics, such as "Mini-beasts," were not always visible in the environment, this limited the breadth and depth of learning. Further work was needed to ensure that curriculum planning provided a wide range of intentional and responsive opportunities. The management team had a plan in place to support staff in providing opportunities for all children to progress.

Children in the toddler room benefitted from staff who engaged warmly and responsively, following children's lead in play. For example, staff joined children in the home corner and used everyday routines such as applying sunscreen as opportunities for conversation and learning. Staff supported children's interests, such as music and movement, by providing instruments and joining in with action songs. This also supported children's language development.

Babies were supported by staff who knew them well and understood their stages of development. The calm, nurturing approach of staff helped children explore at their own pace. The well-resourced environment included natural materials and exploratory play opportunities, which encouraged curiosity and supported early learning.

Outdoor play across the nursery provided children with opportunities to be active, curious and creative. Staff encouraged curiosity through experiences such as growing vegetables, exploring the outdoor kitchen, and engaging in imaginative play. The garden for the children under three, included a willow den, balancing beams and an apple tree. A child told us that they had to wait for the apples to turn red before they ate them and how they had planted beans. The garden was a beautiful natural area for children to play, learn and explore. Children were supported to explore and be creative, through activities such as filling watering cans, role-playing in cardboard box "boats" and experimenting with mixing flowers and leaves in the mud kitchen. Parents commented positively on these opportunities, saying "My children always tell me on our drive home what they have been doing during the day, and this reflects on the app".

Learning journals were in place for all children, with photographs and observations shared on an online platform. However, the quality and consistency of observations varied, and not all next steps were clear or followed up. The management team were aware of this and had begun work with staff to strengthen observation and planning practices.

### How good is our setting?

**5 - Very 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

Throughout the nursery, the environment was welcoming, comfortable and furnished to a high standard, with plenty of natural light and ventilation. This gave a strong message to children that they mattered and

they had ample space for their needs. Parents also recognised the quality of the environment, saying, "When I pick up, they have the doors open so the kids can go out when they want - great" and "My daughter loves to go in and see all the different changing activities set up for the kids arriving. The outdoor space is wonderful too".

Indoor and outdoor areas were sensitively structured to take account of children's stages of development and learning. Spaces reflected children's interests and curiosities, providing opportunities for both child-led and adult-supported play. Parents valued the breadth of opportunities: "Daily outdoor free-play and guided nature walks have been a strong feature."

Well-functioning arrangements for monitoring, maintenance and repair of the setting and equipment were consistently applied. Clear policies and procedures for each room ensured consistent approaches across the setting. Checklists on the noticeboards, for cleaning, risk assessments and health and safety encouraged staff to take accountability. Cleaners from RBS were in the nursery three times over the day and this contributed to high levels of cleanliness.

Staff worked well together to identify and remove risks to children, both indoors and outdoors. Routines such as regular head counts, communication between staff when moving areas and ensuring that the register was updated throughout the day meant that children were accounted for at all times. Infection prevention and control procedures were robust. Staff supported children to wash their hands at key times, such as after garden play and before meals. This supported children's overall wellbeing.

The pre-school room benefitted from direct access to a large, enclosed garden, which gave children choice in how and where they played. The garden provided a variety of opportunities for play and exploration, including climbing, riding bikes, imaginative play in the outdoor kitchen and quiet reading in outdoor book spaces. Staff engaged positively with children, sparking imagination and extending learning. Parents spoke positively about this, saying "My child spends loads of time outside. Even in the winter". Staff and management spoke about developing an allotment space to grow food and were keen to explore ways of reintroducing forest school approaches following staff return from maternity leave. This would strengthen the already rich outdoor experiences available and respond to parents' wishes for their children.

Beyond the nursery grounds, children had opportunities to explore the wider RBS campus. These included events such as Easter egg hunts, pumpkin patch walks and visits from Olympians. Parents appreciated the balance of safety and variety, saying "A positive is children getting out of the nursery and exploring the RBS grounds - they have amazing gardens, but the RBS grounds are great for exploring and practising going to shops etc". Some parents expressed interest in further extending these experiences, saying "I would like to see my children going for more walks in the surrounding grounds and a reintroduction of forest school". The manager said that they planned to introduce more opportunities for children to take part in activities out with the nursery grounds.

Parents valued the opportunities their child had to be outdoors saying "I love the gardens, my child spends a lot of time outside which is great. They often comes home covered in mud (in a good way!) and talks fondly of their day. They now have a love for toads as they found one in the garden a few weeks ago!", "I appreciate the location, the grounds and the security", "They go outside twice a day and my child love to search for bugs and use the mud kitchen", "The nursery has a wonderful outdoor space that they visit regularly when weather permits" and "Amazing outdoor space".

**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 improvement are led well

Leaders promoted and shared a clear vision for the setting that reflected the aspirations of children, families, partners and the wider community. As a result, staff understood what was important for the nursery and were committed to working towards shared goals. Staff spoke strongly about the importance of building positive relationships with families so that they could work together to support children.

All staff were aware of the setting's Standards Quality and Improvement Plan (SQIP) and their role in taking it forward. Issues identified at inspection had already been captured within the SQIP, demonstrating a clear understanding of where the setting was in its improvement journey. The manager had a proactive and reflective approach to leading improvement.

Team meetings with staff groups and a member of the management team encouraged staff to take a solution-focused approach to issues within their rooms. Each team member was asked to identify an issue and commit to an improvement. Staff described how this had already led to positive changes, such as the introduction of a communication book, which had strengthened information sharing between staff.

Staff spoke positively about training and opportunities to develop leadership roles. For example, one practitioner was enthusiastic about starting leadership training and how this would help her role. Staff also expressed strong confidence in the leadership team saying, "I could not ask for a better management team. They are by far the best leadership team I've worked with. They ensure our wellbeing needs are met and I feel confident in approaching them in times I may need some support."

Parents were involved in shaping the service through a parents' committee, which met every three months with the management team. The committee used a private WhatsApp group to gather wider parental feedback, which management could then respond to or act upon. Parents confirmed that their voices were sought: "We are asked for our views through questionnaires and also there is a parent committee that I can go to, to bring my opinion and suggestions." However, not all parents felt equally engaged, with one saying: "Not involved. The setting has not approached myself with any information in regards to this." Some parents also shared they would like more opportunities to come into the nursery, for example through stay-and-play sessions. Management said that they were planning more opportunities for parents to be involved in their child's time at nursery.

Management had responded to parental feedback, particularly regarding children having more outings and walks around the RBS grounds. While staffing and ratios made this challenging, leaders had recognised this in the SQIP and were exploring whether adjusted ratios for on-site trips could be used safely, given the additional security arrangements.

The management team worked effectively together and the manager well supported by a deputy and a third-in-charge. This enabled leadership responsibilities to be shared according to areas of expertise and strengthened consistency across the nursery. The team were further supported by a senior management team from Bright Horizons and were very positive about the support they received.

How good is our staff team?

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 4.3 Staff deployment

The importance of ensuring that the service was appropriately staffed throughout the day was recognised by managers as essential to the wellbeing of children. Arrangements for absences whether planned or unplanned were managed to support minimum disruption to children. Staff were flexible and willing to adapt to the needs of the service, including working across rooms, changing shifts, or providing cover on days off. Parents valued the stability this brought, telling us, "There always seems to be enough staff - my child is well supervised and never left without attention", "Always enough nursery staff which make me feel my child is safe and looked after"

and 'Management of staff at the nursery is very good'. There were always enough staff to meet ratios and management were visible and on hand to provide support when needed. However, at times, throughout the day staff would benefit from additional support, such as when they were transitioning to and from the garden. We discussed with staff that at these times they should ask for support from management.

The majority of staff within the setting were qualified, and those who were not yet fully qualified spoke positively about the mentoring and support they received. Parents also recognised the positive impact of staff support on their children, with one commenting, "Staff are always friendly and helpful - they know my child well and give me confidence she is in good hands", "The teachers and staff are well trained and positive."

Staff induction was thorough. New staff were given time to become familiar with the policies and procedures of the service before working directly with children. Newer staff reported that they felt well supported by colleagues and management. Parents agreed that staff were inducted well, saying, "Even when there are new staff, they take the time to get to know the children and it feels seamless" and "The nursery is fully staffed and we know about staff changes through the newsletter".

Communication among staff was effective. They kept one another informed when carrying out personal care tasks or stepping out of the room, which supported continuity of supervision and engagement with children. Parents noted the attentiveness of staff in maintaining supervision, telling us, "I always feel the staff are watching over the children well - they are on the ball".

Management were sensitive to staff wellbeing, ensuring breaks were taken and accommodating individual needs, such as providing additional rest opportunities for individual staff when required. There had been changes within staff teams to ensure effective use of the differing experience, knowledge and skills of the staff group. Staff spoke positively about their roles, the new teams and described feeling supported and valued by management. We discussed with management that to further strengthen staff teams, they should continue to build on staff cohesion and ensure that unqualified staff in key roles receive support particularly when they have a key worker role. Management were aware of this and had a plan in place to address these issues. This demonstrated the leadership team's commitment to building a positive and cohesive working culture.



## Complaints

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

## Detailed evaluations

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?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very 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

## To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and help services to improve. We also investigate complaints about care services and can take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

You can also read more about our work online at [www.careinspectorate.com](http://www.careinspectorate.com)

## Contact us

Care Inspectorate  
Compass House  
11 Riverside Drive  
Dundee  
DD1 4NY

[enquiries@careinspectorate.com](mailto:enquiries@careinspectorate.com)

0345 600 9527

Find us on Facebook

Twitter: @careinspect

## Other languages and formats

This report is available in other languages and formats on request.

Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànan eile ma nithear iartras.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿਚ ਉਪਲਬਧ ਹੈ।

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.