

# Ladybird Family Nurture Centre Day Care of Children

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**Type of inspection:**  
Unannounced

**Completed on:**  
11 June 2025

**Service provided by:**  
Fife Council

**Service provider number:**  
SP2004005267

**Service no:**  
CS2003017098

## About the service

Ladybird Family Nurture Centre is located close to the town centre of Glenrothes, within a residential area. It is close to local amenities such as shops, transport links and primary schools. The service is registered to provide care to a maximum of 80 children at any one time, aged between 18 months and to an age attending primary school.

Children are cared for across four playrooms. Two rooms are for early entrants for children aged from 18 months. The other two rooms are for children aged around three to an age not yet attending primary school. Each room has direct access to toilets and both early entrants' rooms have nappy changing facilities close by. There is also a family room, a lunch space, a nurture space, a library and another breakout space for children to use with the support of staff. There is a large outdoor play space to the rear which is directly accessible from the playrooms.

## About the inspection

This was an unannounced inspection which took place on Tuesday 10 and Wednesday 11 June 2025. 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:

- spent time with children across all four playrooms
- received feedback from 10 family members
- spoke with staff and management
- observed practice and daily life
- reviewed documents
- spoke with visiting professionals.

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

Recent staff training and development in trauma-informed, nurturing approaches to rights-based care had led to significant improvements in how children's needs, rights, wishes and choices were consistently supported by all staff.

Interactions between staff and children were consistently kind, caring and nurturing across the service.

Leaders and staff had implemented effective, robust quality assurance and self-evaluation processes. This was beginning to have a positive impact on children's experiences.

Since the last inspection personal planning had improved, they were well organised, with relevant information about children's current needs. Staff were consistently implementing these plans across children's daily experiences. This ensured continuity of care and support for all children.

Leaders and staff tracked children's learning and progress well. This helped them to identify specific needs of children, and plan appropriate next steps in children's learning.

## 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?	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?

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.

Since the last inspection we observed significant improvements in the care and support that staff provided. We saw that children's wellbeing and experiences were supported by a compassionate staff team who provided warm, caring and nurturing approaches. Through undertaking a variety of training focused on nurture and rights-based care we saw warm and caring interactions. Skilled staff supported children to develop a sense of security and confidence in the service and actively promoted trusting and meaningful relationships with children and their families. One parent told us "the staff are amazing and the best. I want them to go to P1 with my child as they are so good."

Staff had developed very positive connections with children and their families. Most families who completed our MS forms survey, agreed or strongly agreed that they had developed a strong connection with staff caring for their child. Some comments included:

"Staff are very approachable and care for the kids they are looking after."

"I think my relationship with the staff is incredible I would not change a thing."

"I'm always confident leaving my child in their care because I know he is always cared for."

Improvements had been made to children's personal plans. These were well organised, with key information for each child. This supported children's overall wellbeing and ensured that they received the right care at the right time. Staff knew children very well and were responsive to their changing needs. Each child's personal plan was created in collaboration with families and where relevant, with supporting professionals to promote continuity of care. Effective use of chronologies and regular reviews of individual personal plans ensured that key information about children was detailed and relevant to their current needs. Families told us that their child's personal plan was updated regularly.

Staff had developed effective communication systems to ensure children were safe and accounted for. Staff and children were actively engaging with the Care Inspectorate SIMOA (Safety, Inspect, Monitor, Observe, Act) campaign, which enhanced their practice and kept children safe. A large purple elephant called 'Bob' brought this character to life for children across the service. Children were able to talk confidently about 'Bob' the elephant and how to keep themselves and their friends safe in nursery.

Mealtimes were a key strength of the service. The lunchtime experience had been further developed since the last inspection. Pre-school children were actively encouraged to self-serve all aspects of their lunch. By independently undertaking tasks, such as helping set up the tables or serving their own food children were developing confidence and important life skills. Snack choices were nutritious and supported healthy choices for children. This encouraged children to make choices and develop a healthy relationship with food. The same staff members supported children at every lunchtime, and this offered continuity and consistency of care.

To further enhance the lunchtime experience for younger children we suggested that they could be given more opportunities to self-serve, and this would help them gain confidence and independence if they were offered the same opportunities. Fresh water was available throughout the day for children to remain hydrated.

Children's personal care needs were carried out discreetly and sensitively, supporting their privacy and dignity. Skilled staff used these opportunities to further build positive trusting relationships with children. Younger children who needed a sleep were well supported by staff. Staff responded to individual cues, and this ensured their needs were consistently met.

Staff spoke confidently about their role in safeguarding and protecting children. They knew how they would record and report any concerns. Regular safeguarding training helped keep staff up to date and be confident in their roles.

Medication systems were very well organised. Medication was stored safely following best practice. Documentation was accurate and reflected children's individual health needs and requirements.

### **Quality Indicator 1.3: Play and learning.**

Children actively led their play and learning throughout the day. They were happy, confident and engaged. Children benefited from a high-quality play and learning environment both indoors and outdoors. We observed skilled staff interacting with children to enhance and extend their play and learning opportunities.

Staff understood the benefits of regular outdoor play and we saw them supporting children with risky play. For example, climbing on equipment and logs. This approach encouraged children to understand their own capabilities and develop confidence in how to be safe. There was no direct access to the garden for all rooms, so staff were creative and ensured that children had daily access to outdoor play experiences.

Planning approaches were child centred with children being actively involved in planning. Learning walls were used effectively to record children's learning. Staff told us about the positive impact recent training on learning walls had on them. They felt empowered and confident to showcase children's current learning. Children were also keen to share their learning wall with us. They showed us pictures of their parents at school and spoke about starting school. This approach contributed to children feeling valued and respected. The resources and experiences on offer both indoors and outdoors enabled rich learning opportunities and promoted challenge.

Literacy and numeracy were embedded in the play experiences on offer. For example, children were actively mark making and writing in all areas, in addition they enjoyed playing board games together and looking at books with staff. This carefully considered approach encouraged children to reach their full potential.

Staff used an online app to record children's individual observations and share them with families. This ensured that families were included in their child's learning and development.

Children also benefitted from opportunities to learn valuable life skills, for example the raised beds allowed children to plant and grow seasonal vegetables and plants whilst learning how to care for 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.**

Children were having fun and were engaged in their play. They moved between indoors and outdoors freely and were empowered to independently access a range of resources and experiences. Skilled staff were respectful of children's rights, wishes and choices and their interactions with children were carefully considered, to enhance their learning. Staff played with children when they were invited to do so and when they could see that this would support children's experiences. This approach supported children to play without unnecessary interruption and encouraged a deeper learning experience.

Preschool children took pride in their play spaces and helped clear away resources when they were no longer in use. In the pre-school rooms staff also reset areas to ensure that they were inviting to children. We asked the service to consider this approach in the younger age groups to ensure consistency of approach. This would support all children to respect their environment and would send a strong message to children that they matter.

Risk assessments were in place and were reviewed and updated. Staff were in the process of identifying a risk benefit approach to all risk assessments and these were being updated. Children were actively involved in this and used their own risk assessment sheets and SIMOA pictures to identify risks and to ensure safety across the service. Accidents and incidents records were completed and shared with parents. Audits were completed to identify any areas of potential risk or concern. These measures helped to protect children from potential harm.

Staff implemented infection, prevention, and control routines to minimise the potential spread of infection. The environment was well maintained, and we observed children being supported to understand the need for good hygiene and hand washing throughout the session. This contributed to keeping children safe and healthy.

## **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.**

The provider, leaders and staff had worked in partnership to improve the overall experiences for children and their families. By working systematically through the collaborative action plan, leaders and staff were able to drive forward improvement. The plan had offered a clear direction with specific actions so that children's experiences improved. This meant that the outstanding areas for improvement from the last inspection had now been met. Leaders and staff had embraced the structured development opportunities from the local authority, and this had empowered the whole staff team to engage in training opportunities, professional dialogue and protected time to reflect on their practice. We recognise the service is still on their journey of improvement, they have shown commitment and have developed capacity to continue to improve and maintain the positive changes made.

Quality assurance systems were now embedded and were working effectively to monitor and evaluate important aspects of the service.

This included monitoring of personal plans, personal learning journals, environments and staff practice. These systems were now positively improving outcomes for children.

The views of children and families were regularly sought and valued. Their views influenced change and improvements in the setting. Most families who completed our MS Forms online survey strongly agreed or agreed that they were involved in a meaningful way to help develop the service. This approach support families to feel valued and respected.

Regular team meetings gave staff the opportunity to come together to reflect and discuss individual children's needs, also to identify the strengths and areas for development within the service. Staff received regular support and supervision from the management team, this enabled them to identify priorities for training, discuss wellbeing and receive feedback. Staff told us they felt valued and supported by the management team. This further enhanced positive relationships.

### 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.

Children benefitted from a caring and nurturing staff team who knew them well and were committed to providing high-quality care and support. Staff were deployed effectively, and this took into consideration the range of experience, knowledge, and skills of the team. This ensured that children's experiences across their whole day were positive. Families commented positively about the relationships and care provided by staff. They described them as "caring," "supportive," and "loving."

Strong connections were a strength of the service, and they prioritised this. As a result, children and their families experienced a warm, caring and nurturing setting. Genuine relationships had been developed with families and this supported effective communication. Most families who completed our MS forms survey, agreed or strongly agreed that they were happy with the care and support their child received in the service. Comments included:

"My child loves their key worker and once in nursery enjoys being there."

"Supportive staff for the whole family. They are so friendly and open to all conversations. They help me and I feel comfortable and secure in the care they give to my child."

"If my child has an interest in something, they go above and beyond in supporting them to achieve their goal."

Staff worked very well together, and they were respectful and considerate in their interactions with each other. This further supported the positive team ethos. Staff told us that their teamwork was a strength. Comments included:

"As a staff team we have worked incredibly hard on ensuring the children are being provided the best spaces, relationships and nursery experience."

"The staff team at Ladybird is one of the strongest and supportive teams I have ever been a part of."

The biggest strength and achievement are that every single member of staff has the best interests of the children, they are passionate about children's learning and achievement but do this in such a nurturing, caring and welcoming environment."

Support strategies were in place for some children. These considered individual needs and were consistent in providing children with continuity of care. This meant that children felt safe, secure, and happy, as a caring staff team nurtured and supported them individually.

## 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 ensure all children consistently experience rights-based care, the provider should ensure staff have ongoing learning opportunities to develop trauma-informed, nurturing practice. This should include, but is not limited to, leaders closely observing and offering feedback on staff practice and improving strategies to support children in resolving conflict in play.

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) and "I am supported to be emotionally resilient, have a strong sense of my own identity and wellbeing, and address any experiences of trauma or neglect" (HSCS 1.29).

**This area for improvement was made on 28 August 2024.**

#### Action taken since then

Staff have engaged with a wide variety of training approaches to support rights-based care. This is evident in staff interaction with children across all playrooms. We saw consistent language being used by staff and support strategies that have been implemented to support conflict resolution and emotional regulation.

#### Previous area for improvement 2

To ensure children's care, play and learning improves consistently over time, the provider should support leaders to fully develop and implement focussed, robust and effective quality assurance and self-evaluation processes. This should include, but is not limited to, meaningfully involving children and families in influencing change and carrying out frequent, constructive observations of staff practice that promote improvement.

This is to ensure that 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) and "I use a service and organisation that are well led and managed" (HSCS 4.23).

**This area for improvement was made on 28 August 2024.**



**Action taken since then**

Quality assurance processes have been developed and implemented into practice, staff have been actively involved in the development and implantation of quality assurance procedures and self-evaluation approaches. Children and families have been involved in this process supporting positive and meaningful change.

**Previous area for improvement 3**

To ensure children's health, safety and wellbeing is well protected, the provider should support leaders and staff to identify and implement improvements following accidents and incidents. This should include, but is not limited to, monitoring and evaluating improvements in a timely manner through robust quality assurance and self-evaluation.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that "I am protected from harm, neglect, abuse, bullying and exploitation by people who have a clear understanding of their responsibilities" (HSCS 3.20) and "I am listened to and taken seriously if I have a concern about the protection and safety of myself or others, with appropriate assessments and referrals made" (HSCS 3.22).

**This area for improvement was made on 28 August 2024.**

**Action taken since then**

The service has implemented thorough review processes for accidents and incidents these are documented correctly and in line with best practice. Systems are in place to identify patterns and trends and actions taken to ensure children's safety and wellbeing.

**Previous area for improvement 4**

To ensure children experience high quality care, play and learning across their daily routines, the provider should deploy staff effectively, so children are well supervised and enjoy smooth transitions between their experiences. This should include, but is not limited to, when children are leaving the service.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that "My needs are met by the right number of people" (HSCS 3.15) and "I am supported and cared for sensitively by people who anticipate issues and are aware of and plan for any known vulnerability or frailty" (HSCS 3.18).

**This area for improvement was made on 28 August 2024.**

**Action taken since then**

Staff have worked together to ensure children's safety is well managed at all times, ensuring children are accounted for and that they are safe, at busier times. Staff have reflected on this and are confident in their ability to keep children safe across their day.

**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?	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?	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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