

**HMIE**

His Majesty's Inspectorate of Education in Scotland
Luchd-sgrùdadh an Rìgh airson Foghlam ann an Alba

Summarised inspection findings

Glenbervie Kindergarden Brightons

Falkirk Council

7 April 2026

HM Inspectors gathered evidence to enable us to evaluate the ELC's work using three quality indicators from the Quality improvement framework for the early learning and childcare sectors. This document provides our summarised findings.

Key contextual information

Glenbervie Kindergarden Brightons is a privately owned setting located in Brightons, Falkirk. The setting is in partnership with Falkirk Council to provide funded early learning and childcare to children aged from three years to those not yet attending school. The setting is registered for 50 children at any given time. There are currently 83 children on the roll, aged from six weeks to those not yet attending school. The staff consists of a newly appointed manager, a depute manager, 10 early years practitioners and five early years practitioner apprentices. The current owner purchased the setting in August 2025 and has implemented necessary changes in a timely manner.

Curriculum	good
This quality indicator highlights the importance of placing the needs, interests, rights and progress of children at the centre of curriculum design and implementation. <u>Curriculum</u> is defined as the totality of all that is planned for children from ELC, through school and beyond. It emphasises that children are entitled to a curriculum underpinned by the <u>principles of curriculum design</u> and enriched through meaningful learning experiences indoors, outdoors and within the community. It recognises the need for all children to experience opportunities to develop the interests, knowledge, skills, and attributes they will need to adapt, thrive and achieve in today’s world. This quality indicator also recognises the importance of the curriculum supporting progress in children’s learning as they enter the setting and at key points of transition. The themes are: • curriculum rationale and design • continuity and progression in the curriculum • partnerships • skills for life and learning	

- Staff provide a curriculum which is built upon trusting and nurturing relationships. The curriculum rationale takes full account of the setting’s vision, values and aims, alongside best practice guidance. There is a focus on the values of respect, honest, included, nurture, ownership and empathy (R.H.I.N.O.E). Staff model the values in their daily practice and are increasingly implementing approaches to help children understand their rights in an age-appropriate way.
- Staff provide a wide range of curricular experiences to engage children in their play and learning. Children access an extensive outdoor space within the nursery environment and wider grounds, which enables them to engage fully in exploration and inquiry. Children participate well in their planned experiences at the local community field, for example, as they look for dinosaurs. Staff should continue to plan progressively across the curriculum, indoors and outdoors, ensuring all children receive breadth, depth and challenge in their learning.
- Staff support children effectively to become successful learners, confident individuals, responsible citizens and effective contributors. For example, they capture children’s voice well as they contribute to the floorbooks. Staff should continue to share their curriculum rationale

with parents and demonstrate how it effectively supports children to develop knowledge and important skills for learning, life and work.

- Staff know the children, families and local community context very well. Managers, alongside staff, should continue to develop further approaches for gathering and recording information on learning, as planned. This includes gathering information on children as individual learners to support continuity and progression in learning, alongside identifying gaps.
- All staff manage transitions into and across the setting sensitively and flexibly to meet the individual needs of children and families. Families' feedback shows that they feel that transitions are personal and individual to their child. Staff work very well together across all playrooms to ensure children have a positive transition from one room to another. They continue to develop further their approaches to transition beyond the setting. For example, they are improving reporting formats for recording and sharing children's learning to support curriculum continuity and progression as children move on.
- The setting is an integral part of 'Bailliefields Community Hub'. The hub includes a community café, extensive grounds, garden space and community hall. Children have opportunities to engage in community initiatives which enhance their curriculum. For example, they take part in community gardening experiences. These worthwhile opportunities support children to learn more about nature and what plants need to help them grow.
- Staff value and respect parents' contributions to children's learning and are developing further approaches to gathering their views. Managers have developed a calendar for parental engagement. This includes an upcoming parents evening, introduction of online learning journals and the creation of a parents' focus group. Parents would welcome further opportunities to know more about the curriculum and how well their children are making progress within it.
- Staff provide a range of experiences to support the development of children's skills for life and learning. Children are developing their confidence and independence skills well as they ask questions and make decisions as they play. Children engage well with tablet computers and an interactive screen to enhance their digital skills. Staff support children sensitively to contribute positively and meaningfully to the life of the nursery. For example, they engage children in discussions about the new lunch menu. Children confidently make choices indoors and outdoors, requesting support when required, for example, asking for support to navigate from the end of the balancing beam.

Learning, teaching and assessment	good
This quality indicator focuses on how children benefit from access to high quality spaces and well-established routines that help them feel secure and ready to engage. It explores how children are supported to build positive relationships, regulate their emotions, and purposefully participate in a wide range of motivating learning experiences. It demonstrates the importance of staff having a high level of skill supported by strong pedagogical leadership. This includes a clear understanding of pedagogy, the concept of play, how children learn, children's rights and children's behaviour. It places value on high quality relationships, consistent expectations, and skilled interactions that enable children to sustain engagement, follow routines, and build independence in their learning. This indicator highlights the importance of observing and interacting sensitively with children to plan and assess their learning. It recognises the value of involving children fully in planning their learning indoors, outdoors and within the local community. This quality indicator emphasises the importance of robust tracking and monitoring of children's progress to ensure practitioners know all children very well as learners. The themes are: • children's learning and engagement • interactions to support learning • planning and assessment • tracking and monitoring	

Children aged under three years

- Children under three years of age experience warm, nurturing relationships and appear happy and settled in the welcoming environment. Staff are skilled in providing meaningful interactions to extend learning experiences through song and rhyme. They provide a wide range of engaging experiences both indoors and outdoors. The inviting environment provides opportunities for children to be curious whilst exploring a range of sensory experiences.

Children aged over three years

- Staff welcome children and families warmly into the setting. Nurturing, respectful relationships underpin the ethos within the environment and support children to settle quickly. Staff are attuned to children's emotional cues and support children well to regulate their emotions. They communicate effectively as a team and regularly model one of their key values, 'respect'. Children are independent and articulate and are supported well to take ownership of their learning environment. Staff are responsive to their needs and interests, which are captured well in learning floorbooks. Children confidently discuss safety rules and take a lead role in carrying out risk assessments in their environment.
- The spacious outdoor environment provides appropriate opportunities for children to develop gross motor skills well and explore their natural environment. Children contribute to developing the garden space, for example, as they plant bulbs in the soil. Staff should continue to develop free flow access all year round and encourage all children to spend time outdoors daily. Children use the community hub to enhance their outdoor learning experiences. Staff and partners are

enthusiastic about planned community gardening projects. These have the potential to provide opportunities for family, intergenerational and local community engagement.

- Staff have successfully made positive changes to the environment, as a result of recent audits carried out with children. An example of this is the increased opportunities for number recognition within the environment to support children's progression in learning.
- Staff interactions are nurturing and caring, with the majority of staff using commentary well to support children's learning. All staff value children's voice and plan responsively around children's interests and observations. Recent self-evaluation audits carried out by managers accurately highlight that staff should focus more on open-ended questions to challenge and extend learning. The management team should support staff to develop further their approaches to learning and teaching. They should continue to review the balance of child-led, adult initiated and adult-directed experiences. In doing so, staff should provide creative provocations and invitations for planned learning experiences to consistently support children to sustain their engagement.
- Children explore a variety of digital resources, helpfully supported by staff. They effectively use the large interactive tablet to play literacy and numeracy games. Staff should provide further meaningful opportunities for children to explore matrix bar codes to enhance learning and introduce programmable toys, as highlighted in recent audits.
- Staff capture children's engagement in experiences well through floorbooks, attractive wall displays and, until recently, in learning journey folders. Managers have very recently introduced an online learning journal system to document children's significant learning experiences. All staff are developing their use of this approach and are continuing to moderate their work to help achieve a consistent approach to capturing learning. A few observations in the online journals effectively identify key learning and next steps. Managers should continue to support staff and implement opportunities to share best practice examples with all staff.
- Staff use observations of children's learning, alongside professional dialogue, to demonstrate children's progress over time. Managers recognise the need to ensure the data is robust and highlights where gaps exist in children's learning. Staff are at the early stages of using a new tracking system linked to progression pathways and Curriculum for Excellence experiences and outcomes. Managers should continue to support staff to use observations and tracking more effectively, ensuring a robust and accurate picture of children's learning and progression across the curriculum.

Wellbeing, inclusion and equality	good
This quality indicator highlights the importance of positive relationships and children's wellbeing. It recognises the importance of providing high quality, inclusive, and appropriate rights-based support. These approaches result in improved outcomes for children's learning, wellbeing and participation. It takes full account of children who may require additional support to access and benefit fully from their entitlement to high quality ELC. This includes identifying and assessing their learning and wellbeing needs in a timely manner and providing personalised and targeted support. This quality indicator recognises that strong, collaborative partnership working between those supporting children is essential. It highlights the importance of meaningful engagement with children and families to inform decisions about how children's needs should be met. This quality indicator emphasises the important role senior leaders play in ensuring all staff have relevant and worthwhile professional learning to meet the diverse and sometimes complex needs of children. The themes are: • positive relationships and wellbeing • universal support • Identifying and assessing learning needs and targeted support • inclusion and equality	

- Staff have positive and nurturing relationships with all children, which support children to settle quickly. They model positive relationships and ensure that the wellbeing of children, families and each other is a key priority. Children learn about their emotions and can describe, for example, feeling happy, afraid and sad. Staff should continue to ensure that all children have daily opportunities to talk about their emotions and share how they are feeling.
- Staff prioritise getting it right for all children to improve outcomes. Managers and staff have clear procedures in place to support and monitor children's attendance at the setting. They follow up on absences to ensure children and families are safe and well. Staff use the wellbeing indicators increasingly well in everyday interactions, routines and through real life contexts. For example, children use the language of 'safe' appropriately in context as they risk assess their outing to the local community field. Staff should continue to embed the language of the wellbeing indicators in their everyday practice.
- Staff value and respect children as individuals in their own right. They support and encourage children to participate in developmentally appropriate ways within the playroom. Staff support children to engage in a relaxed snack and lunch experience, giving children a choice of when to join in the experience. Staff support children well to develop their independence skills, as they serve themselves and clear away their dishes.
- Staff sensitively support children to engage in a range of experiences, carefully ensuring everyone is included. Most children engage well in their environment, as they explore and play

with a range of resources. Staff capture children's individual needs well as children enrol at the setting and update these records appropriately at key points throughout the year.

- Individual next steps are recorded within plans for a few children. Staff, with support from managers, should continue to develop a consistent approach to capturing the next steps for all children effectively. They should continue to work in partnership with children and families to develop further their approaches.
- Staff know all children well and use a range of sources to gather information on children's prior learning and needs. Staff have approaches in place to support any child who may require additional support with their learning and development. Managers and staff adhere fully to legislative requirements and regularly refresh their knowledge and skills to support all children. They have appropriate systems and procedures in place to ensure children are safe and well.
- Staff treat all children and families with kindness, respect and fairness. They promote inclusion, create a welcoming and inclusive ethos and know their children and families well. Staff understand fully the socio-economic, cultural and linguistic context in which children and families live. Staff use this information well to respond sensitively with well-timed support if required. They should continue to develop strategies, when necessary, to improve progress for all children as a result of their nursery experience.

Safeguarding

- The setting submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. At the time of the inspection, there were no identified areas for development.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.

On behalf of His Majesty’s Chief Inspector of Education in Scotland.