

Summarised inspection findings

Madeira Nursery

Inverclyde Council

14 July 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

Madeira Nursery is situated in the west end of Greenock, Inverclyde. It is in partnership with Inverclyde Council to provide funded early learning and childcare to children aged three years to those not yet attending school. The nursery is open all year round and provides early learning and childcare to children aged from six months until school age. The nursery is registered for 35 children at any given time and there are currently 75 children on the roll. The nursery is located in a listed building, which has been developed over time. There are three playrooms and extensive garden grounds. Staffing consists of an owner, nursery manager, business manager and 10 nursery early years practitioners.

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 have developed a curriculum which is child centred and based firmly on nurturing relationships and play. They have created a curriculum rationale, which takes full account of Curriculum for Excellence and national practice guidance Realising the Ambition: Being Me. Staff recognise children as unique individuals and are continuing to develop children's understanding of their rights.
- Staff provide a broad range of experiences indoors and outdoors, which engage children well in their play and learning. Children access their extensive outdoor space daily, engaging in a wide range of experiences. For example, children spend extended periods of time on the obstacle course. As a result, they show increased confidence in their balancing skills and determination to succeed. Children engage enthusiastically in weekly sessions with Morton in the Community. This supports them to learn about teamwork, develop their concentration, independence and gross motor skills very well.
- Staff continue to develop their knowledge and understanding of the principles of curriculum design. They provide challenge, enjoyment and breadth across the curriculum. For example, children enjoy opportunities to recreate their own bears from the book of the month. Staff

should continue to develop opportunities for children to be creative, such as, in the arts and crafts area. This will allow children to use their imagination creatively as they design and create their own artwork. Staff support children effectively to become successful learners, confident individuals, responsible citizens and effective contributors. For example, children engage well in their leadership roles, developing a sense of responsibility and achievement as they carry out their tasks.

- All staff know children, their families and the context of the community very well. Staff work closely with parents and each other to ensure they gather and share information about learning. As planned, staff now need to clearly document children's engagement in the wide range of learning experiences provided. This will demonstrate how they support all children to receive continuity and progression across the curriculum. Staff manage sensitively transitions within and beyond the setting and at a pace that works well for each individual child. Staff support children as they move from room to room, working well as a team with children's best interests at heart. Staff provide enhanced transitions for children if required and have developed positive relationships with local primary schools. As a result, children are supported to transition smoothly.
- Staff know their local community very well. They have fostered positive relationships with local care homes, a local football team and Ardgowan Hospice. Children enjoy visits to the care home and participate well in Book Bug sessions. Staff should continue to develop sustained partnerships, which enrich their curriculum. For example, explore links to the world of work in the wider community. This should support children to develop further their skills for life and work.
- Staff value and respect the contributions of families to children's learning and development. Staff have stay and play sessions during the year and welcome parents to engage in children's experiences. Home links support children to share experiences from outwith the nursery and parents capture well the experiences in a journal. Parents report that they are extremely happy with their children's nursery experience.
- Staff provide a range of opportunities to support children's development of skills for life and learning. For example, children communicate well during story time as they listen intently and answer questions with confidence and enthusiasm. Children problem solve and work co-operatively with their peers, as they build structures with the blocks indoors and outdoors. Staffs' nurturing approaches support all children to engage meaningfully in the life of the setting.

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 benefit from warm, nurturing and responsive relationships with staff and each other. Children are happy, confident and settled in the calm and welcoming environment. Staff provide a wide range of motivating experiences both indoors and outdoors, extending children's learning experiences through song and rhyme. As a result, children enjoy meaningful interactions with staff as they engage in experiences which match their individual needs. Staff provide engaging experiences for children to explore and investigate their senses. Children follow familiar routines indoors and outdoors well and have positive opportunities to engage in risky play by climbing and exploring different surfaces outside.

Children aged three years and over

- Staff have highly nurturing and respectful relationships with children, which supports wellbeing and engagement in learning. Almost all children feel secure, confident and valued within their environments. These strong relationships underpin learning effectively and contribute to children's positive attitudes and sustained engagement in their play. Staff interact respectfully with parents daily and plan meetings throughout the year to discuss their child's progress in learning. Transitions are well planned and sensitive to the individual child's needs.
- Almost all children participate enthusiastically in a wide range of motivating experiences and focus for extended periods. For example, children engage well with resources which develop well their numeracy and fine motor skills. Staff make effective use of indoors and the large outdoor space to provide a variety of quality experiences. The flow of the day is well considered to allow time for the children to engage in self-directed experiences and adult-initiated experiences. Songs, rhymes and a book of the month are used effectively to

promote early literacy. Staff should continue to develop the use of loose parts and open-ended resources to further develop children's curiosity and investigation.

- Interactions between staff and children are a clear strength. Staff communicate warmly and respond sensitively to children's needs and interests. In most cases, staff join children's play where appropriate and extend thinking. This is supporting children to develop their knowledge and confidence in their learning. Staff consider children's rights and are beginning to engage in an award scheme. A rights-based approach is evident through nurturing and supportive interactions. Further strengthening of the quality of questioning, particularly through the consistent use of open-ended questions will extend children's knowledge and understanding across the curriculum. Staff should provide a wider range of digital technology experiences to enhance and extend children's learning.
- Staff have recently refreshed their approach to planning and are using it to plan learning experiences and resources. Planning is now both responsive and intentional, ensuring an appropriate balance of experiences. Staff use floorbooks to document children's voice, comments and the variety of planned experiences. The refreshed planning approach is at an early stage of implementation and should continue to be evaluated with support from the local authority early years teacher.
- Assessment and tracking systems are in place to monitor and report on children's progress in literacy, numeracy and health and wellbeing. Staff gather a range of information about children's learning and share this with families appropriately. Staff observe the children and share these observations in an online learning journal. The manager monitors observations which are beginning to show consistency. Staff now need to improve how they identify and record significant learning.
- Staff use the local authority early level tracker to make judgements about children's progress and provide targeted support where required. As planned, staff should track the experiences offered across the wider curriculum to reflect better the breadth and balance provided. Staff should continue to use observations to plan for children who require additional challenge in their learning.

Wellbeing, inclusion and equality	very 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 promote nurturing relationships and inclusion for all children and families. They understand the importance of positive relationships on children's learning and development. Wellbeing of children, parents and staff is a key priority for the nursery. Children's attendance at the nursery is very good. Staff have effective procedures in place to monitor attendance and engage sensitively with parents, when needed. Staff work well together as a team and are very happy in their role. Staff are kind and respectful to one another, as a result, children treat each other with kindness and respect. Managers support all staff well and ensure their wellbeing is central to everything they do at Madeira Nursery.
- Managers and staff strive to get it right for all children and families. They actively support children to be safe, healthy, achieving, nurtured, active, respected, responsible and included. This is evident in daily practice and routines. Children confidently risk assess their outdoor space, ensuring it is safe for their friends and younger nursery children. Children are supported effectively to talk about their emotions. For example, almost all children confidently describe in context what makes them sad or happy. Children engage in a positive lunch routine, developing well their independence skills as they serve themselves.
- Staff value all children as individuals taking full account of their personalities, views, needs and rights. They sensitively encourage all children's participation in an inclusive and developmentally appropriate manner. Staff support children who may require additional support or challenge with learning effectively to engage in a way that works best for them. Almost all children are supported well to engage in their play, through high quality interactions and creative use of spaces.

- Staff place children's individual needs at the centre of planning and review processes. They have a clear focus on the diverse needs of all children and work well together with families and partners to take full account of these. Staff actively seek opportunities for collaborative working to ensure all children get the best possible start in life. Staff create individual learning and development targets for all children. These build on what children already know and can do. Staff should continue to engage children and families in reviewing targets and creating next steps.
- Staff use observation and assessment information very well to support the early identification of children's individual learning needs. Staff work well with families as children transition into the nursery, taking full account of children's prior learning and needs. They use the national wellbeing indicators effectively to provide a holistic assessment of children's strengths and support needs. Staff work effectively together to ensure that children who require additional support or challenge with their learning are supported through well planned interventions. They should continue to ensure they document and capture this information to ensure consistency and clarity for all staff. Staff engage in professional learning to ensure they meet the needs of all children and welcome specialist support and advice from outside agencies.
- Managers and staff adhere fully to legislative requirements and regularly refresh their knowledge and training. All children have individual care plans, which are reviewed with parents and updated in line with best practice guidance. Staff provide effective targeted interventions, which are reviewed with children (where appropriate), families and partners. As a result, informed decisions about children's progress and next steps lead to positive outcomes.
- Managers and staff treat all children and parents with kindness, respect and fairness. Staff promote inclusion successfully and encourage all children to be involved in the life of the setting. Staff know all children and parents very well and the context in which they live. Staff use their knowledge to offer support in a sensitive manner. They provide highly effective support to improve the progress of children, including those who may face barriers to their learning. Staff should continue to develop children's knowledge and understanding of the world in which they live and grow.

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. Areas for development have been agreed with the setting and the education authority.

Explanation of terms of quantity

The following standard HMIE 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.