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

Summarised inspection findings

Carli's Kindergarten Ltd

Renfrewshire Council

22 September 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

Carli's Kindergarten Ltd is a private nursery in Erskine, Renfrewshire. It is one of two family-owned nurseries. It is within walking distance of green spaces and local amenities.

The nursery is in partnership with Renfrewshire Council to provide funded places for babies to those not yet attending primary school. It is registered for 58 children from six weeks to those not yet attending primary school. Of those attending at any one time, no more than 30 children are under 3 years and no more than 15 are under 2 years. At the time of the inspection there were 87 children on the roll. The nursery is open from 7:40 am until 6 pm for 50 weeks of the year.

A manager provides overall leadership of the nursery. Three directors provide regular support. There are two seniors and a leader for each of the three playrooms. There are eight practitioners, five modern apprentices and one support worker. A cook prepares all meals and snacks within the nursery.

Children aged birth to two and two to three years each have their own playroom with access to outdoor spaces. Children from three years of age use two playrooms, an outdoor space and have access to a separate kitchen for cooking activities.

Curriculum	**satisfactory**
This quality indicator highlights the importance of placing the needs, interests, rights and progress of children at the centre of curriculum design and implementation. Curriculum 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 principles of curriculum design 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	

- Senior leaders consulted recently with families and staff to establish a new vision and values. They now use the values of safe, play, create, connect and grow meaningfully with children and their families. Staff are embedding these values in the life of the nursery. Senior leaders and staff's work to refresh and implement their curriculum is at an early stage. The creation of a new curriculum rationale needs to be central to their improvement planning. Senior leaders ensure a family ethos and positive relationships between children and staff underpin their curriculum development work. They now need to give further thought to Curriculum for

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Excellence (CfE) principles of design. This should strengthen the knowledge and understanding of staff to ensure continuity and progression in learning for all children.

- Staff and children use the local area well for physical activity, exploration and investigation. Staff should continue, as planned, to broaden children's experiences outdoors. They can extend the outdoor curriculum even further through building on the current successful forest kindergarten approach. This is providing children with rich opportunities to explore the natural world by visiting local woodlands and beach.

- Children enjoy visiting the community library, care home, post office and local shops, sharing experiences and photographs through their electronic journals. They engage in meaningful partnerships with local primary schools to share books and the secondary school to care for the environment. Children should now have increased opportunities to develop their skills across the four capacities of CfE within their local community.

- Staff encourage families to take part in special events across the year to celebrate their child's learning and find out more about the work of the nursery. Staff recently offered families helpful numeracy packs to take home and share with their child. Further work to create shared learning opportunities should empower families to strengthen their relationships with the nursery and promote further continuity of learning.

- Senior leaders and staff manage transitions into nursery, through each playroom and onto local primary schools in a sensitive well-planned manner. Staff share information, including the needs of individual children, ensuring smooth transitions and continuity of care and learning. Their flexible planning helps children become familiar with key adults and supports their confidence well.

- Children have begun to explore skills for life and learning indoors and outdoors. Staff give children engaging opportunities to cook in small groups and children help organise aspects of mealtimes. Overall, staff are at the early stages of planning how children develop digital skills. Children enjoy using tablet computers and phones to communicate and record their learning. Staff should now look to increase the opportunities for children to develop digital literacy in a developmentally appropriate way.

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Learning, teaching and assessment	satisfactory

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 under three years of age

- Babies are content within their own playroom. Staff know them well as individuals and are attentive to their needs. Babies make their own choices as they become mobile. They respond enthusiastically to songs and rhymes. Children aged two to three years are gaining confidence as they develop their vocabulary and make their needs and preferences known. They play very well alongside each other in their pretend shop and love to share stories with adults. Children engage very well outdoors as they explore sand and water.

Children aged three to five years

- Children are enthusiastic, happy learners. They value their friendships and almost all play cooperatively alongside each other. Children benefit from close relationships with their keyworkers and all of the staff who work within their playroom. They like to talk with staff about what interests them and value the extended conversations they have. Most children demonstrate confidence throughout the day through their routines indoors and in the garden. They sustain engagement well in the experiences they choose for themselves. Most children contribute in their own way to floorbooks. They show curiosity and a keenness to explore new areas of learning, for example, the human body and electricity. Moving forward, staff need to continue to develop the quality of the play spaces and resources indoors. This will ensure children develop their skills and knowledge at the right level of challenge within experiences they choose for themselves.

- All staff are respectful and kind in their interactions with children. They take time to listen to them and praise their successes. Most staff encourage children enthusiastically in their learning, asking questions to promote discussion. As a team, they now need to develop their

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questioning skills to support, extend and deepen children's learning consistently when children are engaged in play. Staff are at the early stages of responding to children's spontaneous learning and interests. As they learn to do this, they will more readily build on what children already know and can do.

- Keyworkers set broad learning targets for individual children in key areas of their learning. They make regular observations as children play and document these, with photographs, in electronic journals. These show how children make progress toward achieving their targets. Families welcome the learning journals and a few share children's achievements from home. Parents are not yet involved in creating children's individual targets. Senior leaders support staff in maintaining the journals by providing helpful feedback. This is contributing to improving the quality of documentation, making clearer what they see children learn and achieve. Staff now need to ensure their observations capture children's significant learning as they play freely. This will help them gather more extensive information about children's interests and skills. Staff need to create more focused learning targets for children which better reflect what individual children need to learn next.

- Staff plan learning across both playrooms and outdoors. They underpin this approach currently by using a curriculum tracker to ensure children experience a broad range of learning across the curriculum. Staff do not yet plan learning using a balance of child-initiated and adult-initiated approaches. As a result, children take part in learning which is often adult-led and does not yet build well enough on children's prior learning. At times, staff miss opportunities to develop children's interests in depth. Children's voice is not consistently at the centre of their planning approaches. Senior leaders, through their self-evaluation, recognise and have plans in place to address this moving forward.

- Senior leaders use a tracking system to monitor, evaluate and report on children's progress. They keep a close check on children who need extra support to learn. Senior leaders now need to ensure the information they gather within their tracking approaches is accurate. It needs to be based on how well children learn and apply their skills and knowledge in a broad range of contexts.

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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

- Senior leaders and staff consistently promote positive relationships. Families welcome and benefit from, a family feel across the nursery. Staff readily attune to children's individual personalities and personal needs. They role model and support children to consider and treat each other respectfully and to share resources. This helps most children to regulate their behaviour very well and engage happily in play for sustained periods of time. Senior leaders and staff understand the individual wellbeing needs of children and families. They are clear and consistent about what is important to them as a team through communication boards and daily huddles. Senior leaders and staff use well-planned carefully monitored procedures for sleep and rest for young children. This ensures they nurture children and keep them safe. Staff provide mealtimes within the playrooms which are unhurried. Senior leaders keep a check on the quality of these experiences and plan to enhance them further.

- Senior leaders and staff monitor children's attendance closely. They take prompt action and contact families when children do not arrive as expected. Senior leaders encourage families to use a private social media channel to communicate with staff regularly about children's attendance and wellbeing.

- Staff ensure they include all children in the experiences they offer. They should now work to develop children's understanding of the wellbeing indicators and children's own rights. This will support children in bringing about purposeful change in the nursery.

- Older children benefit from planned sessions to the forest and opportunities for fresh air and physical activity. They are gaining knowledge of how to keep themselves safe as they engage in

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risky play. Children climb, build and cross tree bridges and design dens. Staff give them opportunities to make meaningful choices and learn skills in mindfulness to support their overall wellbeing. Children, through rugby themed outdoor sessions, have fun as they work together. They think creatively and identify their physical and emotional wellbeing more closely. Staff should continue to review the flow of the day within the nursery. This will ensure it meets the needs of all children who would benefit from the freedom to choose outdoor learning more regularly.

- Senior leaders and staff place high importance on the wellbeing of all. They make prompt initial observations for all children when they start nursery. Senior leaders collaborate with staff through wellbeing meetings where they review children's wellbeing targets regularly. Working with a variety of specialist partners, senior leaders plan a range of targeted supports for children who may face barriers to their learning. This planning is at an early stage but is beginning to strengthen the quality of additional support for learning for those children who need it. Senior leaders and staff fulfil their statutory duties well. They identify, record, address, and evaluate children's learning and health needs timeously with parents.

- Staff provide an inclusive and respectful ethos, where they encourage all children and families to be involved in the life of the nursery. They work closely with Renfrewshire Council to meet the needs of all children. Staff avoid stereotypes through the resources and experiences they offer both indoors and outdoors. They should continue to review how well children's experiences reflect different cultures and families. This will help children gain an authentic understanding of the diverse world in which they live and support inclusion further.

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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.

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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.

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