

Treetop Family Nurture Centre Day Care of Children

Hillend Road
Inverkeithing
KY11 1PL

Telephone: 01383 602 376

Type of inspection:
Unannounced

Completed on:
4 December 2025

Service provided by:
Fife Council

Service provider number:
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Service no:
CS2004074404

About the service

Treetop Family Nurture centre is a daycare of children service provided by Fife Council. It operates over two sites; one based in Rosyth and the other in Inverkeithing. The facilities are on one level with direct access to a large, fully enclosed outdoor play areas. The local community provided further experiences for children including local green spaces, and visits to the older people's care home.

Treetop Family Nurture Centre Inverkeithing can care for 100 children, aged zero to an age to attend primary school. The service currently takes children aged two to an age not yet attending primary school. The purpose-built setting has four playrooms for children, and each has direct access to their own toilets and outdoor play spaces. There are also other rooms available to offer family learning sessions. The service shares a campus with the local primary and high schools and is close to local transport links and amenities.

Treetop Family Nurture Centre Rosyth can care for 74 children, aged two to an age to attend primary school. The service is in a residential area, close to local primary schools and some shops. It is built within greenspace and a small allotment has been created in the grounds. Children are cared for across three playrooms and have direct access to toilets and outdoor play. A 'flexi space' and a 'Community Room' are also used by staff, children and families.

About the inspection

This was an unannounced inspection which took place on Tuesday 02 December 2025 between 09:00 and 16:15, Wednesday 03 December between 07:45 and Thursday 04 December between 09:30 and 14:30. The inspection was carried out by three 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 at both sites
- received feedback from 16 of their family members
- spoke with staff and the leadership team
- observed practice and daily life
- reviewed documents.

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.

As part of our inspections, we assess core assurances. Core assurances are checks we make to ensure

children are safe, the physical environment is well maintained and that a service is operating legally. At the time of this inspection, no improvements were identified relating to core assurances.

Key messages

- Children's inclusion and emotional wellbeing was supported by the strong, compassionate and nurturing relationships they had with staff.
- The value base of the staff team was effectively embedded in practice and had created an enabling and supportive environment which created a shared vision for the service.
- Children and families benefitted from an enthusiastic staff team who worked effectively together. Continuity of care for children was supported through their flexible approach.
- Children were cared for by a staff team who were knowledgeable about their individual needs. They used effective strategies that supported them to have positive experiences.
- Quality assurance and self-evaluation systems monitored key aspects of service. These had been used effectively to reflect on practice and make positive changes within the service.

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

Leadership	5 - Very Good
Children play and learn	5 - Very Good
Children are supported to achieve	5 - Very Good

Further details on the particular areas inspected are provided at the end of this report.

Leadership 5 - Very Good

We found major strengths in this aspect of the settings work and identified very few areas for improvement; therefore, we evaluated this quality indicator as very good.

Quality Indicator: Leadership and management of staff and resources

The recent review of the vision and values of the service had involved staff, families, children and other agencies. The value base of staff was evident in their practice as they had created a culture of respect and inclusion. Their strong, compassionate and nurturing relationships promoted a child centred approach that met children's needs, rights and choices. Parents shared "I am always welcomed from the minute I walk in the door, all staff make you feel so welcomed and comfortable, and I am always well informed on my children's days."

Robust systems were in place to evaluate and monitor the work of the setting. All staff had been involved in reviewing the provision across the setting. As a result, they had carefully considered and improved the environments for children. This had resulted in stimulating play spaces that were rich in numeracy and literacy. Staff had reflected on some of the changes made. To strengthen this process, we suggested they should record some examples of the impact and outcome for children.

A range of audits, monitoring and peer review were used to support staff in their role. Sharing their views and feedback enabled staff and their colleagues to reflect on their practice. To further develop these systems, we suggested recording staff responses to feedback. Including their views would support change as they contributed to and agreed the areas for development.

A culture of openness with families supported them to share their views. They shared they had opportunities to 'complete surveys', 'volunteer at visits and trips', 'attend meetings', 'speak at parent forums' and express where they think things could be improved'. Parents would like more electronic platforms for sharing information. We asked the service to highlight with parents why they used current systems.

Induction processes had been carefully considered to support all staff/students in their role. As a result, staff spoke positively about their induction experience. They felt included and involved which helped them feel part of the team.

Quality Indicator: Staff skills, knowledge, values and deployment

Changes to the staff team had been effectively managed and resulted in a team who worked well together. As a result, a strong and connected staff team who communicated effectively with each other was in place. A flexible approach meant children were supported in all areas. At busier times, routines had been established which promoted children's safety and continuity of care.

Children benefitted from a range of staff skills and experience across the team. Staff were knowledgeable and spoke confidently about their training and development opportunities. These empowered and enabled them to promote positive outcomes for children. For example, learning about de-escalation techniques had supported children's emotional well-being. This had enabled staff to ensure detailed plans were in place which supported a consistent approach to meet children's differing needs.

Children play and learn 5 - Very Good

We found major strengths in this aspect of the settings work and identified very few areas for improvement; therefore, we evaluated this quality indicator as very good.

Quality Indicator: Playing, learning and developing.

Children benefitted from well organised and stimulating environments. Staff ensured a breadth of rich and challenging experiences were available. Open ended resources engaged children to use their imagination, curiosity and investigation skills. Established systems in place meant child-centred planning reflected their current interests and promoted engagement and motivation. Parents shared "I absolutely love the range of opportunities my children get offered, they have really enjoyed the dance, sensory room, planting and the ranger." And "In the nursery he (child) does art, music, creative play but he also visits the local woods, we've been to the library, the local Abbey and gone on the train (his topic of interest!).

Staff enthusiasm meant children felt listened to and valued as their choices were supported. They used questions and communication very well to support children's thinking. As a result, children were excited, busy, engaged and having fun with the play opportunities. Through skilled interactions, children were developing a broad range of skills for life.

Direct access to the outdoor area and links with the wider community extended children's experiences. They were enabled to take risk in their play which helped them build confidence and self-esteem. Real life experiences supported children's learning as they shopped for items for snack and visited the local care home for older people. Parents shared that they had "Small group walks focusing on road safety."

Planning, learning journals, observation and regular assessment helped monitor and track children's progress, development and learning. Strong links and regular communication with parents and carers ensured they were involved in supporting their children's continued progression. Along with staff, they recognised children's achievements and identified 'next steps'. These promoted positive outcomes for children who were supported to make progress at a pace that was right for them. Parents shared "I feel listened to and supported in helping my child to reach his full potential".

Children are supported to achieve 5 - Very Good

We found major strengths in this aspect of the settings work and identified very few areas for improvement; therefore, we evaluated this quality indicator as very good.

Quality Indicator: Nurturing care and support

Staff understood that a shared value base and strong, nurturing relationships were essential when supporting children and families. The positive ethos created by staff meant they experienced warm, respectful interactions. We saw that children felt safe and secure as they had developed positive attachments to staff. Their strong bonds were evident as they sought out familiar adults and greeted staff when they visited.

Staff recognised the importance of partnership working and were skilled at building relationships with families. This enabled information to be shared which helped staff get to know children and plan for their care. Personal plans were very well used to provide a consistent approach for children. These included information about children's needs and strategies in place to support them. Regular reviews ensured it was

kept up to date and reflected any changes. Parent's shared "My child's key worker spends time going through where we can work as a team to help my child throughout this stage of her life. It's comforting to know that they have a genuine interest in my child's learning and development."

Well established partnership working with other agencies was in place. Effective communication, meetings and reviews enabled children's progress and development to be discussed and future plans agreed. Staff talked knowledgeably about the needs of children and how they were supported and met. As a result, we found that children were consistently supported across the day due to effective and flexible teamwork.

Mealtimes were well organised for children. There were opportunities to eat indoors or outdoors and children could choose when they ate. This promoted independence as children were learning self help skills as they served themselves. Staff had created a calm mealtime experience as they sat with children which supported role modelling and safety around choking. They were relaxed as staff engaged them in a warm and natural way, using the time to chat with children about their interests.

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 children play in a safe, secure and well-maintained environment, the provider should provide safe flooring, toilets and food preparation areas to reduce the risk of the spread of infection.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: "My environment is secure and safe" (HSCS 5.17).

This is to ensure staff skills and knowledge is consistent with the Care Inspectorate document, 'Space to Grow and Thrive: Design guidance for early learning and childcare and school age childcare settings.'

This area for improvement was made on 24 June 2024.

Action taken since then

Improvements to the environment had been made which included refurbishment of kitchen and toilet areas. These changes reduced the risk of the spread of infection and promoted a safe and secure for children.

This area for improvement has been met.

Previous area for improvement 2

To offer children and families high-quality, consistent and sustained care, play and learning, the provider should ensure staffing arrangements are appropriate for the health, wellbeing and safety of children and families. This should include, but is not limited to:

(a) staffing arrangements which promote strong connections and meaningful relationships between staff, children and families

(b) staffing arrangements which promote positive staff wellbeing, including ensuring staff can attend training relevant to their role.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that "I am supported and care for by people I know so that I experience consistency and continuity" (HSCS 4.16).

This is to ensure staff skills and knowledge is consistent with the Care Inspectorate document, 'Me, my family and my childcare setting.'

This area for improvement was made on 24 June 2024.

Action taken since then

Systems in place had promoted consistency within the staff team. Shift patterns meant that staff had regular days and hours which supported the work of the service.

The flexible approach of team members meant they were effectively deployed to meet the needs of children and families. This was monitored daily which ensured any gaps were identified and a solution agreed.

Staff worked well together and felt supported in their role. They had attended a range of training that had been used to improve outcomes for children.

This area for improvement has been met.

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

Detailed evaluations

Leadership	5 - Very Good
Leadership and management of staff and resources	5 - Very Good
Staff skills, knowledge, values and deployment	5 - Very Good

Children play and learn	5 - Very Good
Playing, learning and developing	5 - Very Good

Children are supported to achieve	5 - Very Good
Nurturing care and support	5 - Very Good

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