

Summarised inspection findings

3 Bears Nursery - Cambuslang

South Lanarkshire Council

1 July 2025

Key contextual information

3 Bears Cambuslang Limited is a privately owned setting in partnership with South Lanarkshire Council to provide funded early learning and childcare. The 3 Bears Group comprises of four settings across South Lanarkshire and Renfrewshire. The setting operates from a large, detached house and an additional building within the grounds. The setting is open 52 weeks a year from 7.30 am until 6 pm. The setting is registered to accommodate 43 children at any one time aged from six weeks to those not yet attending primary school. At the time of the inspection the roll was 77. Children access a variety of attendance patterns.

The setting offers three distinct playrooms each with a dedicated garden. The main house consists of a baby room for 10 children aged six weeks to two years. The 'Big Room' accommodates 18 children from two years until four years of age. The Cub House situated in the grounds provides 15 places for children aged three to five years of age.

Leadership of the setting is provided by a manager and a depute manager, both of whom took up post in February 2025. An area manager provides strategic leadership and management for all leaders and practitioners across the 3 Bears Group. Each playroom has a senior practitioner. In addition, there are seven qualified practitioners, five modern apprentices and three support workers.

2.3 Learning, teaching and assessment

good

This indicator focuses on ensuring high quality learning experience for young children. It highlights the importance of a very good understanding of child development and early learning pedagogy. Effective use is made of observation to inform future learning and identify the progress made. Children are involved in planning for their own learning. Together these ensure children's successes and achievements are maximised. The themes are:

- learning and engagement
- quality of interactions
- effective use of assessment
- planning, tracking and monitoring

- Children in all playrooms benefit from close, nurturing relationships with senior leaders and practitioners. They treat each other respectfully and practitioners support them very well to learn the skills they need to play alongside each other cooperatively. Practitioners are calm and gentle. They are also enthusiastic, encouraging and support children well to engage in their learning. Senior leaders, practitioners and families communicate regularly, sharing information about children's wellbeing and care. This helps children to settle and enjoy their learning experiences.

Children aged birth to two years

- Babies and toddlers have a strong bond with the practitioners who care for them respectfully. They express joy as they explore play materials and vocalise to share their preferences. Practitioners plan an attractive environment, both indoors and in the garden, which enables babies to use their senses and become mobile at their own pace.

Children aged two to three years

- Children are happy and have close relationships with their peers and practitioners who work alongside them. They are developing independence skills well and make their own choices confidently. Children feel secure in their environment. They enjoy using photographs to talk

about familiar experiences. Practitioners know children's care needs very well. They are improving how they plan learning and are becoming more skilled at ensuring activities are set at the right stage of development for every child.

Children aged three to five years

- Children are enthusiastic and motivated. They enjoy their play experiences and benefit from warm, nurturing relationships with their friends and the practitioners who know them well. Children come to the setting with interests and ideas about what they would like to do. They talk with practitioners about their ideas and help organise the play materials they would like to use. Children settle quickly into the rhythm of their daily routines and make clear choices about how they manage the pace of the day. This helps them have quiet periods where they can rest indoors and in the garden. Children show a strong preference for learning outdoors where they enjoy the freedom to experiment, investigate and solve problems. As a result, they are increasingly resilient and sustain their play for long periods of time.
- Practitioners are attentive to children's care and wellbeing needs. They understand their responsibility in ensuring children's wellbeing is at the heart of their work. Practitioners are developing their questioning skills to support children in extending and deepening their learning. They need to ensure their interactions with children offer greater challenge. This will help children deepen their knowledge and apply their learning in different contexts. Children now require more opportunities to use a range of digital technologies to enhance their learning. Senior leaders are developing plans to improve children's digital learning experiences.
- Practitioners observe children closely to understand their learning and development. They record what children do and say using the language of learning, skills and wellbeing. Families share in children's progress and achievements through online learning journals. Practitioners work closely with children to capture their learning experiences in detailed floorbooks. They document their voices, work, and developing skills through responsive planning. Practitioners meet regularly to discuss children's progress as a team and plan their next steps collaboratively. They need to develop moderation processes with each other and local colleagues. This will help ensure consistency and increased confidence in making accurate judgments about children's progress.
- Practitioners plan engaging learning experiences based around children's voices, interests and the observations they make. They provide a good balance of intentional learning experiences and those which children plan for themselves which helps them sustain their play. Senior leaders need to build on this to ensure planning reflects children's developmental needs and offers more breadth across the curriculum. Practitioners track children's progress through co-created learning goals developed termly in partnership with families. They need to increase their confidence in implementing effectively new local authority tracking systems.

2.1 Safeguarding and child protection

- 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.

3.2 Securing children's progress

good

This indicator relates to the development and learning of babies, toddlers and young children. It requires clear understanding of early learning and development and pedagogy. It reflects the integrated way young children learn and the importance of experiences and development happening on an individual basis within a supportive, nurturing and stimulating environment. High quality early learning and childcare contributes significantly to enhancing children's progress and achievement as they grow and learn. It can benefit all children by closing the attainment gap and ensuring equity for all. It is about the holistic nature of development and learning ensuring these foundations are secure in order to achieve future attainment success. The themes are:

- progress in communication, early language, mathematics, and health and wellbeing
- children's progress over time
- overall quality of children's achievement
- ensuring equity for all children

Children aged birth to two years

- Babies and toddlers are learning to communicate through gesture and voice. They have a strong sense of self and express their emotions readily. Babies are becoming mobile and like exploring what their bodies can do as they play in the garden. Toddlers take pleasure in singing and stories. They are developing fine motor skills very well through exploring loose parts and creative materials. Babies and toddlers feel very secure within their well-established routines.

Children aged two to three years

- Children are becoming increasingly independent in how they care for themselves. They demonstrate well developed social skills as they sit together for meals. Children like to play in close contact with each other. They choose to spend time in their garden developing coordination skills and exploring natural materials in their mud kitchen. Children enjoy relaxing with a story and use their developing vocabulary expressively to talk about the pictures. They need more developmentally appropriate experiences to develop their early language and mathematical skills further.

Children aged three to five years

- Most children are making good progress in communication and early language. Most children engage confidently in conversation where they share their views, thoughts and preferences. They use tone, gesture and facial expression to add meaning to their dialogue. Most children follow instructions well. Playing in the mud kitchen helps them learn and use describing words. Almost all children listen respectfully to practitioners. Children take pleasure in books and listen attentively to stories. A few children like to predict the story line and enjoy discussing characters. Most children make written marks as part of their learning, using a range of materials. A few children make labels to accompany the displays of their work. Children know that their marks have meaning. They need more experience using their early language skills in real-life contexts to enable them to secure their progress further.
- Most children make good progress in early mathematics. They name familiar two-dimensional shapes and explore symmetry meaningfully through learning about butterflies. Children use mathematical language when talking about weight and volume. They need more support to embed this language consistently in their exploratory play. Most children count confidently and are gaining an understanding of quantity. They apply their

learning when making fun potions and playing games. Children can secure their progress further through experiencing all early mathematical concepts more fully through their play.

- Almost all children are making good progress in health and wellbeing. They are independent in self-care routines. Children serve their own meals and show responsibility when helping to tidy up. Children learn to keep themselves safe through leading risk assessments. They help apply sunscreen and know how to dress for wet weather play. Children are respectful to each other. Most talk about their emotions and recognise these can change throughout their day. Children use large loose parts outdoors well to develop their large physical skills. They like to manoeuvre guttering, pallets and heavy buckets of water when leading their own learning. Children need more access to large climbing resources to develop their gross motor skills.
- Children make good progress over time in most areas of their learning. Children talk enthusiastically about their learning. Practitioners value their ideas. As a result, children are developing important knowledge and skills which they apply creatively in learning experiences they enjoy. Practitioners can outline the progress children make from enrolling at the setting, often as babies. Senior leaders recognise practitioners need more professional learning to help them make reliable judgements about children's progress over time. Practitioners need to ensure they identify children's significant learning across the curriculum. This will help them to use this information more effectively to plan learning experiences at the right level of challenge.
- Children are proud of everything they achieve. Practitioners encourage them and their families to share achievements from home. Children like to display their achievements within the playrooms and this supports them in recalling special moments. Practitioners recognise that children who have extended placements need increased opportunities to achieve within the setting.
- Senior leaders and practitioners are respectful and considerate to all who are part of the nursery family. They have, over time, established positive, trusting relationships with families. Practitioners take good account of parents' preferences. They communicate regularly with them about children's wellbeing. Practitioners are attuned to the context of the setting and the work patterns of families. Senior leaders have begun to introduce new approaches to working with families. They have early plans in place to establish a parent group to support the work of the setting. Senior leaders are keen to include families in self-evaluation and planning for special events.

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.