

# Orchard Park Nursery Day Care of Children

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**Type of inspection:**  
Unannounced

**Completed on:**  
25 February 2025

**Service provided by:**  
Orchard Park Nursery Limited

**Service provider number:**  
SP2007008847

**Service no:**  
CS2007142910

## About the service

The service is registered to provide a care service to a maximum of 44 children aged from six weeks to those not yet attending primary school in the following age categories. Twelve children aged 0 to 18 months; 16 children aged 18 months to three years; 16 children aged three years to not yet attending primary school age. The provider is Orchard Park Nursery Limited. The service is in partnership with East Renfrewshire Council to provide pre-school education and care. The service operates from converted church premises in the Thornliebank area of East Renfrewshire. The service benefits from a large outdoor area which includes a garden, play area and woodland trail. Children are accommodated within three playrooms, one for babies, one for those aged two to under three and one for children over three.

## About the inspection

This was an unannounced inspection which took place on Monday 24 and Tuesday 25 February 2025. The inspection was carried out by two 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 throughout the inspection year.

In making our evaluations of the service we:

- spoke with several children using the service and reviewed survey responses from 16 parents whose children attend the service
- spoke with the service management team and staff
- observed practice and staff interactions with children
- reviewed documents.

## Key messages

- Children experienced sensitive, respectful caregiving and warm, nurturing support. They were cared for by kind and caring staff who knew them well.
- Playrooms were well furnished and resourced but play space was limited in the 3-5 playroom and this impacted on play and learning.
- Children accessed outdoors every day using community facilities and the outdoor areas. The outdoor areas were in need of development.
- The provider should continue with plans to further develop the setting, creating additional play space and free flow access to outdoor areas for children.
- The management team shared their aspirations for the service and we noted that there was capacity and strong motivation to continue to improve outcomes for children and families.
- Staff were motivated and responsive to meeting the needs of children and worked hard to create a positive ethos.

## 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

How good is our care, play and learning?	4 - Good
How good is our setting?	3 - Adequate
How good is our leadership?	4 - Good
How good is our staff team?	4 - Good

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

## How good is our care, play and learning?

4 - Good

We evaluated this key question as good, where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

### Quality Indicator 1.1 Nurturing care and support

Care and support provided to children was good. Staff were responsive, caring and supportive of children. We observed sensitive and respectful caregiving where children experienced warm and nurturing approaches to support their wellbeing. We observed good relationships between staff and children. Children were spoken to and listened to in ways that encouraged them to feel valued and included. Most staff engaged effectively with children using appropriate language and questioning to extend discussion and learning. Children who were upset were comforted with cuddles. These approaches helped children to feel secure and settled in the service. We observed supportive friendships between children which gave them a sense of belonging and positively impacted on wellbeing.

The management team and staff were continuing to build relationships with parents. We saw that parents were welcomed into the service. Staff were taking time to chat with parents, sharing and exchanging information about their child's day.

Transitions were carefully managed with good arrangements in place. Keyworker staff had recently begun to carry out home visits for new children starting nursery. There were effective settling procedures in place for children moving into new playrooms. These approaches helped children and parents to build relationships, feel confident and ensure continuity in care and learning.

Children's wellbeing was supported through the use of personal planning. We sampled children's plans for each age group and considered the information that staff had gathered. A 'What matters to me' document and observations linked to Scottish Government guidance 'Getting it right for every child' (GIRFEC) wellbeing indicators provided an overview of care and support for children. We looked at the family app (an online platform) which was used to share information with parents about children's care, learning and development. We saw that some of the information recorded by staff was not appropriate for the age and stage of development for the child, for example, evaluations of observations and next steps for learning for children. We asked the management team to monitor the content of these records and support staff to improve skills and knowledge in relation to child development. We found that some of the observations of activities did not reflect child led play. We discussed the importance of this approach to allow children to actively explore their interests, giving them a sense of self direction and self confidence.

Children were provided with a sociable experience during lunch time. Lunch areas were homely and welcoming, and some staff sat alongside children to ensure that they enjoyed a positive experience. Children were developing their independence by pouring their own drinks, serving their food and clearing away their plates after lunch. During the inspection visit we assessed that improvements could be made to the lunch experience for children aged 2-3. Given the small number of children in this room, we asked the management team to consider the provision of additional table space and seats to allow children to choose to sit together if they wished. This would help children to feel secure. Children in the three to five playroom enjoyed the independence offered by the concept of a 'rolling lunch'. This meant they could join lunch when they were hungry rather than interrupting their play focus.

Staff had a good understanding of children's health needs. Some staff were trained in first aid should children require medical assistance. Medication was well organised and documented and was safely stored. There were suitable arrangements for safe sleep and rest for children. Nappy changing facilities were satisfactory with warm water and liquid soap to support effective handwashing. We asked the management team to consider the provision of dispensers to store gloves and aprons to ensure effective infection prevention and control.

Although toilets for children aged 2-3 were situated outwith the playroom, staff supported children well to access toilets. The provider had plans in place to provide toilets within playrooms in future.

Staff were clear about their roles in safeguarding children and had participated in training to keep their knowledge up to date. This meant they felt confident about the procedures to follow in the event of concerns for children's welfare.

Parents' comments included:

"The staff are lovely and welcoming, they know my son well and are great at communicating through the family app and when we're collecting/dropping off".

"This service is like a home from home. My child loves coming here and is always welcomed in. My child only started in January but I feel like he has fit in straight away".

"The staff are so welcoming and know my child so well. They give daily updates verbally upon collection and also through the family app which is updated regularly with pictures of him taking part in a variety of experiences".

"The place is lovely and welcoming. Always spotlessly clean and such a friendly and fun environment for the children".

"Staff are very friendly and have built up excellent relationships with the children. They are organised with different activities each day and cater to meet the needs of all the children. Our son is very happy".

### Quality Indicator 1.3 Play and learning

Play, learning and development opportunities for children were good. The baby room had good quality resources and furnishings and lots of space for babies to move around. Babies had access to wooden blocks, metal jugs, small kitchen, books, puppets, puzzles, Velcro rollers and small cars. All resources were displayed effectively to attract babies' attention and to encourage them to reach out and grasp to explore.

Resources were nicely displayed for children to explore. Children in the 3-5 playroom had access to a book area, construction, Lego, dolls house, wooden blocks and animals. We observed that children enjoyed block play and suggested to the manager that given the depth of interest children had in this activity they would benefit from more space to develop this. The home area had a good variety of real resources, for example, jewellery, metal dishes, books, scales, wooden utensils, cups, table, small kitchen, fruit and vegetables. Children had access to mark making materials.

All children aged 2-5 were sharing the garden on a timetabled basis due to damage within the 3-5 garden from the recent storm. We found the play materials to be limited and were not changed to meet the needs of children using this area. In addition, the water tray was covered and the sand area contained very little sand. This impacted on children's opportunities for play. As a result, both these areas were not well used. Staff should ensure that spaces are suitably resourced to support children's creativity, choices and interest.

We asked the management team to provide more opportunities for spontaneous, self-directed play throughout the day and access to suitable resources to facilitate exploration, problem solving and investigation.

All children were taken out for walks each day to community resources, for example, parks, library, book bug sessions, rainbow centre for older people. A visiting sports specialist offered sessions in the nursery garden and parents could subscribe to and pay for this experience for their children.

Staff told us that whilst the developments in playrooms had created enhanced facilities for children, they would welcome improvements in the outdoor areas, woodland area and direct access to outdoors. This would help children to direct their own play and stimulate their natural curiosity, learning and creativity.

We considered the approaches to planning for learning and the manager told us that staff were being supported to implement new processes to measure outcomes for children. We considered the information documented in children's journeys on the family app and highlighted the importance of ensuring that planning reflected children's individual ideas, interests and next steps. We also considered that tracking should carefully focus on children's development, progress and next steps. Staff should continue to be supported to develop their knowledge and skills to support high quality play and learning.

We acknowledged the development and improvement plans for the service that the management team shared with us and agreed that time was needed to action these plans.

Parents' comments included:

"Maybe some more parental involvement would be nice. Stay and plays or bookbug/sing a longs where parents are invited along to take part in activities with their children".

"There is a variety of activities including some that were incorporated at our suggestion".

"There is always a large variety of play and learning activities going on. Lots of messy play and imaginative play".

"I would like a better surface in the outside play area maybe (rather than the uneven slabs)".

"Access to 'natural' outdoor environments could be improved".

## How good is our setting?

## 3 - Adequate

We evaluated this key question as adequate, where strengths only just outweighed weaknesses.

### Quality Indicator 2.2 Children experience high-quality facilities

Children experienced a setting which was clean, inviting and welcoming. Playrooms were well furnished, comfortable and well-ventilated. There were safe and secure door entry systems in place to ensure safety of children at drop off and collection times.

The provider had recently invested in the service making a range of improvements to the playrooms, for

example, erecting a wall to help reduce noise levels in the 2-3 and 3-5 playrooms, enclosing the nappy changing areas, and decorating and furnishing the nursery.

The 2-3 playroom had some cosy spaces with soft furnishings, cushions and rugs. A book corner was situated under the large arch structure and children had access to a small home corner including a kitchen area. We discussed with the management team how the arch could be enhanced in both 2-3 and 3-5 playrooms to create cosy areas and further reduce noise levels to support children's wellbeing. Toys and materials were interesting for children and included poppers, sensory balls, wooden coasters, train set, dinosaurs, cars, puzzles, sensor bottles and playdough.

Children in the baby room had lots of space to freely move around. Furniture and resources were of a good standard with soft furnishings being a particular strength. Resources and decor in the baby room helped to minimise noise levels resulting from the high ceiling.

To help improve the environments in both playrooms for children aged 2-5 and create softer, quieter areas, large arch constructions had been built. The layout of these rooms and resources prompted opportunities for play and learning. However, accessing the 2-3 playroom through the 3-5 playroom impacted on the use of available space. The room was busy as adults and children moved through this space to access the 2-3 room, toilets and the staffroom. This contributed to higher noise levels, which may be overwhelming for some children, as well as interrupting children's play and learning. We acknowledged that plans were in place for expanding the service to improve space.

Children aged 2-5 shared toilets which were clean, and safe. Due to the change of age groups within each playroom, toilets were not as easily accessible for the younger children, although staff supported children well to access these. The service had plans in place to improve children's access to toilet facilities as well as providing handwashing facilities in the playroom. This would support children to have easy access to toilet facilities to help develop good bladder and bowel health habits and support effective infection prevention and control practices.

Part of the basement was used as an area for children aged 3-5 to put on outdoor clothing and footwear. However, it was also cluttered with toys, prams, tools and other equipment, creating safety risks. We asked the management team to declutter and partition this area to make it safe for use.

Staff ensured that children had daily opportunities for outdoor play at the service, however, children could not freely and spontaneously move from playrooms to outdoor spaces as there was no direct access. This limited children's choice and opportunities for physical play. The baby garden was unsuitable for play with large uneven slabbed areas causing trip hazards and was therefore not used. This meant that babies did not have a safe outdoor space to support their physical development and promote their overall wellbeing. The management team acknowledged that all outdoor play areas needed developed, and this was recognised in plans for future extension of the nursery. This is discussed further under quality indicator 1.3 Play and learning.

There were systems in place for reporting repairs and maintenance. Important information and sharing of information was carefully managed.

Infection prevention and control, including food preparation was generally satisfactory. Staff wore gloves and aprons when changing children's nappies and washed hands throughout the day. Effective procedures were not in place in the nappy changing area to help circulate fresh air and remove odours. We asked the management team to ensure that antibacterial gel was not used as an alternative to handwashing and that ventilation fans in changing areas were properly used.

Adaptations had been made to the building since it was first registered with the Care Inspectorate. This meant there was slightly reduced space for children. The manager had appropriately reduced the number of children attending to reflect this. The provider was aware that this needed to be formally assessed to ensure the conditions of registration were up to date. The management team shared their long-term vision for improvements to the environment and we agreed that this would improve outcomes for children and families.

Parents' comments included:

"The outdoor environment could be better (I am aware there are already plans for its improvement)".

"The nursery garden for <3ys is paved and it would be nice if had more access to more 'natural' type garden environment with grass/dirt".

"Access to 'natural' outdoor environments could be improved".

## How good is our leadership?

**4 - Good**

We evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

### Quality Indicator 3.1 Quality assurance and improvement are led well

The provider took over the service in February 2024 with the current manager being in post since July 2024. The provider had completed a programme of refurbishment and the manager immediately prioritised relationships and wellbeing to support and consolidate the staff team. These changes had impacted positively with children experiencing more attractive environments and staff feeling valued and committed to delivering a quality service for children and families.

The manager was confident in her role and was visible and approachable to staff and families. The manager and staff engaged well throughout the inspection process. Regular staff meetings were held with the manager providing positive support to the depute and staff.

Following significant changes to the staff team, good progress had been made in building relationships. Management shared their intentions to continue to focus on this and to continue to seek the views of staff for future planning. One to one support meetings had recently been held with staff. Regular full staff meetings were organised to improve communication, provide a platform for feedback and promote a sense of inclusion within the team. Newly appointed team leaders were beginning to guide and support staff. A mentoring system was in place for new staff and staff in training to increase their confidence and encourage and empower them in their development.

To support improvement in the service the management team had developed an improvement plan, self evaluation and monitoring processes to measure quality. For example, planning, tracking and monitoring in relation to children's learning and development was the current focus for evaluation, following the implementation of new processes. Staff recognised that they would like to increase the frequency and quality of observations of children's play and learning. We asked the management team to carefully monitor this area, in particular, the content of children's journeys on the family app (See How good is our care, play and learning 1.1 and 1.3).



A Quality Assurance monitoring calendar had been developed for 2025. This included focus areas such as visions and goals, outdoor environments and play and care plan review. The service included parents and children when gathering feedback to plan further development and ongoing improvement.

We noted that monthly audits were conducted to monitor accidents and incidents. We asked the management team to ensure that appropriate action was taken to minimise risk for children where recurrent trends were identified.

During the inspection we observed that children did not independently make choices to go outside to play. Instead staff offered groups of children outdoor play opportunities. The management team should monitor this to ensure that all children can foster a sense of independence by making their own choices.

We noted that resources in the 2-3 outdoor play area were not changed to meet the needs of older children temporarily using this area. The management team should monitor this to ensure that there are suitable and appropriate resources to meet all children's needs. (See 1.3 Play and learning).

The management team shared their aspirations for the service and we noted that there was capacity and strong motivation to continue to improve outcomes for children and families.

Parents' comments included:

"They ask us if there's anything we want them to focus on and our opinions. They take our feedback and make improvements".

"I am fully involved in focus weeks and always receive feedback on how the week has gone".

"The nursery ask for feedback and appear to take this into consideration. They also make sure to get our views and input into our daughter's personal plan (previously sending a form home for us to complete with our views)".

## How good is our staff team?

**4 - Good**

We evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

### Quality Indicator 4.3 Staff deployment

Staffing levels supported delivery of good care and positive outcomes for children. A full complement of staff meant that children received one-to-one care when needed.

Staff were well deployed in the service to ensure that their differing experience, knowledge and skills were used to support outcomes for children. Children were cared for by kind, caring, respectful staff who knew them well. Children experienced continuity of care with staff taking time to develop positive attachments and sharing information about children's individual needs when required within the team. Staff also took time to speak with parents at drop off and collection times and during periods of transition for children.

Effective staff deployment also ensured good supervision of children, for example, staff communicated when a task took them away from their responsibilities, ensuring children were safe.

Staff were flexible in their roles and managed changes to their routine well. They told us they were supported and mentored. Staff were motivated and responsive to meeting the needs of children and worked hard to create a positive ethos. This helped children to feel happy, safe and valued. All staff had participated in training to develop and enhance practice and help children reach their potential. There were plans for further training for all staff.

To keep children safe, staff were safely recruited. All staff were registered with Scottish Social Services Council (SSSC). We saw that newly recruited staff were supported by an induction process and a mentoring system. Practitioner staff and newly appointed team leaders were growing in confidence, developing a cohesive staff team.

Management were including staff in developing a shared vision for the service and this positively impacted on staff morale. Staff told us they felt valued and appreciated. They were involved in decision making and had improved access to training and development opportunities.

Parents' comments included:

"There are always plenty of staff about and they never seem too busy to speak to you or deal with the children. Children are welcomed and chatted to as soon as they come in and there is always a handover with staff at the end of the day".

"Always plenty staff around. All know our child's needs very well".

"Whenever I drop off or pick up my daughter there are several staff and the children are never by themselves".

Staff commented:

"I have good connection with parents, they are comfortable with approaching me and discussing their child needs".

"Being a new staff member and team lead, I have introduced myself to all the parents in my room and I am getting to know faces of the parents from other rooms. I have been in touch with all my key children's parents to let them know who I am and to approach me if they have any questions or queries".

"I am still a bit new to the parents but I feel I have connected to them and they are starting to get to know me and I am starting to get to know them also".

"We are always in ratio and have enough staff to cover any requirements if needed in any other room".

## What the service has done to meet any requirements we made at or since the last inspection

### Requirements

#### Requirement 1

By 30 June 2022 the provider must ensure that the layout, resources and equipment within the baby and toddler playrooms provides an inclusive and accessible environment for children that supports children's positive wellbeing and learning playrooms with reduced levels of intrusive noise. The changes should support children to relax in a quiet environment and explore a range of stimulating sensory and exploratory experiences.

This requirement was made on 4 February 2022.

#### Action taken on previous requirement

The provider had taken steps to improve the environment and further development was planned.

Met – within timescales

### Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at [www.careinspectorate.com](http://www.careinspectorate.com).

## Detailed evaluations

How good is our care, play and learning?	4 - Good
1.1 Nurturing care and support	4 - Good
1.3 Play and learning	4 - Good
How good is our setting?	3 - Adequate
2.2 Children experience high quality facilities	3 - Adequate
How good is our leadership?	4 - Good
3.1 Quality assurance and improvement are led well	4 - Good
How good is our staff team?	4 - Good
4.3 Staff deployment	4 - Good

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