

Kelvin Park Early Years Centre Day Care of Children

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Unannounced

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Glasgow City Council

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About the service

Kelvin Park Early Years Centre is a daycare for children service situated within the West end area of Glasgow. The provider is Glasgow City Council. The service provides daycare to a maximum of 79 children, of whom 15 children aged from two up to three years, and 64 children aged from three years to not yet attending primary school. The service is located within an annex of Hillhead Primary school. Children were cared for across two main playrooms. The service has direct access off each playroom to a secure outdoor area, where they can enjoy fresh air and outdoor experiences daily. The service is located close to local shops, amenities, green spaces, and transport links. There were 64 children in attendance on the first day of the inspection and 58 children on the second day.

About the inspection

This was an unannounced inspection which took place on 18 and 19 June 2025. 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:

- spoke with children using the service
- spoke with families of the children using the service
- spoke with staff, management and the provider
- reviewed 27 completed questionnaires from staff and families
- 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.

Key messages

- Children were nurtured, engaged in high-quality experiences, and having fun.
- Staff knew children very well, responded to their needs sensitively in line with information recorded in their personal plans.
- Children experienced positive and sociable mealtimes.
- Children benefitted from free-flow access to high-quality outdoor play and learning experiences.
- Children were cared for in high-quality, safe, well-maintained and well-resourced play spaces.
- Quality assurance, self-evaluation and improvement planning were having a positive impact on the outcomes for children and families.
- The management team were nurturing and supported staff wellbeing and professional development.

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?	5 - Very Good
How good is our setting?	5 - Very Good
How good is our leadership?	5 - Very Good
How good is our staff team?	5 - Very Good

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

How good is our care, play and learning?

5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children; therefore, we evaluated this key question as very good.

Quality indicator 1.1: Nurturing care and support.

Children received warm, caring, and nurturing support from staff, who demonstrated a strong understanding of each child's individual needs. Staff provided sensitive and respectful care, assisting with daily routines such as dressing and personal care. They took time to ask children if they needed help, always offering praise and encouragement while promoting independence. This approach helped children feel valued, nurtured, and respected, and supported their rights and overall wellbeing.

Staff had established strong, trusting relationships with families, which underpinned the nursery's inclusive and welcoming ethos. Parents and carers were regularly invited into the nursery at the beginning and end of each session, creating valuable opportunities for informal dialogue and shared experiences. Families who provided feedback shared positive views about the relationships staff had with them and their children. Comments included:

"It is a very professional and reliable relationship. I trust the members of staff and the communication is excellent."

"I would say I have a good relationship with a number of staff, including my son's key worker and former key worker. The senior staff are also very helpful and approachable."

Staff took time to engage in meaningful conversations with families, discussing children's daily experiences and individual needs. This ongoing communication was further strengthened through structured progress and target-setting calls, ensuring that families were well-informed and actively involved in their child's learning journey. Additionally, the nursery promoted fun family engagement through a range of well-planned events, such as a sponsored walk, Easter bonnet parade, and pumpkin carving activities. These events supported children's wellbeing, fostered a sense of community, and promoted positive attachments between home and nursery.

Children experienced high-quality mealtimes. They were able to come to a natural pause in their play to attend free-flow snack and lunch with their peers, supporting their right to play. Lunches and snacks were nutritious, and staff managed dietary and allergy needs well. One parent commented, "Food range seems good and healthy for her age." Staff sat with children during meals, effectively supervising and engaging them in conversations about their day. Children confidently self-selected their food and drinks and independently cleared their dishes, which encouraged independence and social skills.

Drinking water was available throughout the day, and staff ensured safe sun practices were followed, supporting children's health.

All children had a personal plan developed using the SHANARRI wellbeing indicators: Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, and Included. These plans included both paper documents and digital journals accessed via an app, clearly outlining targets, next steps, and progress. While the information was detailed and reflected staff knowledge well, the care plan section could have

been more streamlined to make key details easier for staff to access. The management team acknowledged this and shared that they had plans in place to further enhance the personal planning approach, aiming to make it easier for staff to record and share updated information. This was a positive step towards ensuring that personal planning remained robust and responsive to changes in a child's life.

The service had robust systems in place to ensure medication was stored and administered safely. Policies and procedures aligned with current best practice guidance, and staff were well-trained and confident in following them. This supported children's health and overall wellbeing.

Children who required additional support had detailed plans outlining strategies and staff responsibilities. There were clear records of in-house and multi-agency meetings, with agreed targets and review dates. This demonstrated that staff worked proactively with other professionals and families to help children reach their full potential.

We were confident that staff had the knowledge and skills to protect children from harm. They had completed child protection training, which enhanced their ability to recognise and respond to concerns and increased their confidence in safeguarding. Leadership staff also demonstrated a strong understanding of their responsibilities and were well-prepared to work with external agencies to ensure children's safety.

Quality indicator 1.3: Play and learning.

Children were actively engaged and enjoyed a wide range of high-quality experiences. They had opportunities to lead their own play and learning, which supported their development and wellbeing. Staff engaged thoughtfully in play, demonstrating strong awareness of children's interests and skilfully balancing when to step back or re-engage to spark curiosity and sustain involvement. Staff interactions were skilled, and their questioning supported children's progression and curiosity. Families provided positive feedback about the experiences their children took part in at the service. Comments included:

"There are various activities - music, dancing, reading, group activities, etc. There are lovely experiences like Xmas shows, a mini-zoo, and things like that."

"Lots of outdoor play, lots of creative play, variety."

Staff arranged a wide range of resources attractively to invite children to self-select, explore, and be curious. These resources supported children's problem-solving, creativity, language, numeracy, and imagination. For example, role play areas were set up with real-life items, such as teapots, kitchen utensils, notebooks, pestle and mortar, measuring jugs, fabric, flowers and fruit peels, and recycled cartons containing environmental print. These materials sparked curiosity and supported literacy and language development.

Staff had designated areas of responsibility and planned experiences linked to curriculum frameworks. Planning was responsive to children's interests and developmental stages, effectively supporting their learning and progress.

Children's achievements, learning, and development were tracked to monitor progress. Staff identified next steps and set learning targets tailored to each child's needs. As a result of this focused and responsive approach, children were making good progress in their development.

Observations of children's learning were shared with families through an online platform, encouraging strong home-nursery links. Parents also contributed by sharing learning from home, helping to build on and

extend nursery experiences. This collaborative approach supported continuity in children's learning and development. A sample of observations showed that most highlighted significant learning, celebrated achievements, and identified next steps. This supported staff in planning effectively for children's ongoing progress.

How good is our setting?

5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children; therefore, we evaluated this key question as very good.

Quality indicator 2.2: Children experience high quality facilities.

The setting was comfortable, furnished to a high standard, and welcoming, with plenty of natural light and ventilation through open doors and windows. Wall displays showcased children's achievements and creativity, and welcome areas provided important information for families. Soft lighting, gentle music, and natural materials contributed to a homely and peaceful atmosphere. Children had ample space to meet their needs, including areas to rest and relax. This sent a strong message to children and families that they mattered.

Children chose to spend a significant amount of time playing outdoors, which was well supported by staff through free-flow access. They engaged in adventurous, exploratory, imaginative, and challenging play, including loose parts, potion making, mud kitchen, climbing equipment, balance beams, and sensory play. This type of play encouraged exploration, risk-taking, and physical development in a safe and supportive environment. These outdoor opportunities nurtured children's curiosity and sense of wonder about the natural world.

There were well-functioning arrangements for monitoring, recording, and reporting maintenance. A janitor was available to report maintenance issues, and a dedicated cleaning and catering team supported the setting in remaining safe and hygienic. All families who provided feedback strongly agreed with the statement: "My child is cared for in a safe, secure and well-maintained environment." This contributed to keeping children safe.

Children's health, safety, and wellbeing were a clear priority for staff and management. Staff carried out daily risk checks to ensure all play spaces were safe and suitable for use. They worked collaboratively to identify and address potential hazards, helping to maintain a secure environment. For example, staff reminded children to take rests and stay hydrated on hot days. Risk assessments were in place, outlining a range of potential risks along with clear mitigation strategies and safety measures. These proactive practices helped to safeguard children and protect them from harm or injury.

The setting provided a safe and secure environment for children. A secure perimeter fence and controlled entry system ensured only authorised access. Staff were vigilant in their safeguarding responsibilities, consistently accounting for children throughout the day. Registers were promptly updated on arrival and departure. We concluded that staff worked proactively and effectively to maintain children's safety.

Infection prevention and control procedures were in place and followed well. Staff and children practised good hand hygiene, the environment was clean, laundry was managed effectively, and children's personal belongings and care items were stored hygienically. Surfaces were regularly disinfected. These measures helped keep children safe and protected from the spread of infection.

How good is our leadership?**5 - Very Good**

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children; therefore, we evaluated this key question as very good.

Quality indicator 3.1: Quality assurance and improvements are led well.

There was a strong sense of community across the nursery, with all staff working closely to support children's development and wellbeing. The vision, values, and aims had been agreed in consultation with staff and families. These reflected the high-quality practices within the nursery and created shared goals that enhanced outcomes for children and families.

There was a well-understood improvement plan in place, clearly aligned with the current needs of the service. The plan was specific, targeted, and had led to observable positive changes in practice. For example, it outlined actions taken to further enhance the learning environments, making them more welcoming, enabling, and supportive of children's wellbeing, care, play, and learning needs. As a result, children benefitted from high-quality early learning and childcare tailored to their individual needs and preferences.

Leaders had a very good understanding of the importance of using the views of families and staff to inform the planning and development of the service. Strong communication methods were in place, and the manager used these to share the progress of improvements and gather people's views. For example, staff took part in professional reviews to share their perspectives, and families' views were gathered through questionnaires. Additionally, an online communication platform was used to share information and keep families informed about nursery life. One family member said, "Kelvin Park has always had the ethos that the nursery is collectively ours." This supported people to feel valued and contributed to continuous improvement.

Children's voices were important to staff. They were regularly consulted about their learning, and their thoughts and ideas were displayed on nursery walls alongside their artwork and achievements. Additionally, children were consulted about their emotions through various experiences, such as mood check-ins. This supported children's emotional literacy and helped them feel valued and nurtured.

The manager and staff team had undertaken a range of quality assurance activities to effectively self-evaluate the service. These included staff and management meetings, workshops, training sessions, monitoring, auditing, self-evaluation exercises, and staff reviews. These processes supported staff in reflecting on their practice and identifying areas for improvement. These efforts had a clear and positive impact. For example, the lunchtime experience had been enhanced into a high-quality, social learning opportunity. Improvements were also evident in the play environments, including the outdoor areas. Additionally, staff demonstrated a strong awareness and application of nurture principles to support children's wellbeing. As a result, staff, children, and families benefitted from a culture of self-evaluation and improvement planning that was driving continuous improvement across the setting.

How good is our staff team?**5 - Very Good**

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children; therefore, we evaluated this key question as very good.

Quality indicator 4.3: Staff deployment.

Staff were effectively deployed according to their skills and experience to meet the individual needs of children. The team was stable and well-supported by a skilled and experienced management team. This included an inspirational manager who demonstrated a strong commitment to staff wellbeing and to driving improvements that supported positive outcomes for all children. Staff spoke positively about the support they received. Comments included:

"I feel I can speak and approach management confidently and ask any questions I may have."

"The senior leadership team have an open-door policy for any concerns or queries to be discussed. I find them very approachable and supportive."

This continuity fostered a positive and caring ethos, where staff worked collaboratively to provide high-quality care, play, and learning.

The service had previously experienced staffing challenges due to multiple staff absences. When families were asked, "There are always enough staff in this service to meet my child's needs." Responses were mixed, with some stating, "Always," and others "Rarely." We acknowledged the manager had capped the number of children enrolled to ensure sufficient staffing to meet individual needs. Although staffing had been a challenge at times, the manager deployed staff effectively, using their skills to best support children. As a result, children experienced high-quality interactions and care. Staff were dedicated to ensuring all children's needs were met and that each child achieved their full potential.

Staff worked effectively as a team and had fostered warm, positive relationships with children, each other, and families. Their nurturing and inclusive approaches created a supportive environment where everyone worked collaboratively to benefit the children. Families shared highly positive feedback about the staff team. Comments included:

"Each and every staff member is so welcoming and friendly."

"Children are encouraged to be their own wee authentic selves and completely accepted for that. Staff know each child, as a whole wee person, and it's lovely to see."

"All staff are very friendly and involved with [my] child, which has helped his confidence and social skills."

These strong relationships and the inclusive ethos contributed significantly to children's wellbeing, confidence, and sense of belonging.

The management team recognised and valued the importance of ensuring the service was appropriately staffed throughout the day. Staff breaks were planned to minimise disruption to children while allowing staff time to rest and recharge. Staff shift patterns were displayed for families, helping them know who was caring for their child and when. Additionally, staff were proactive in recognising when colleagues or children needed support, promoting continuity of care across the day.

Leaders recognised and valued the skills and experience of their staff. Protected time was provided to enable staff to complete essential tasks and engage in meaningful professional learning. Staff spoke passionately about their champion roles and described how these responsibilities made them feel valued and empowered. Observations confirmed the positive impact these roles had on children's outcomes,

particularly in relation to play and learning. It was evident that training and leadership opportunities had a clear and positive influence on staff practice and the overall quality of the provision.

Staff caring for children were registered with the Scottish Social Services Council (SSSC), the regulatory body responsible for registering the social services workforce. The SSSC promotes high standards of conduct and practice and supports the professional development of those registered. This contributed to keeping children safe.

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

The provider, manager, and staff team should develop the outdoor environment. This should include, but not be limited to:

- The provider should ensure that children are cared for in a safe and well-maintained environment.
- The manager should continue to pursue maintenance issues with the provider, and the provider should agree actions to make repairs in a timely manner.
- The staff team should develop the outdoor areas to offer curiosity and support children's play and learning.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'I experience an environment that is well looked after with clean, tidy and well maintained premises, furnishings and equipment' (HSCS 5.24); and 'As a child, I can direct my own play and activities in the way that I choose, and freely access a wide range of experiences and resources suitable for my age and stage, which stimulate my natural curiosity, learning and creativity' (HSCS 2.27).

This area for improvement was made on 9 April 2024.

Action taken since then

We observed that all environments were safe, clean, and well maintained. The manager demonstrated effective oversight by logging maintenance issues and promptly reporting them to the janitor, who ensured swift repairs were carried out. Staff had taken proactive steps to enhance the outdoor area, making it safe and engaging for children. The space included a variety of loose parts and resources that supported children's interests and imaginative play.

Children had free-flow access to the garden throughout the day, promoting their rights, health, and overall wellbeing. This approach reflects a strong commitment to creating a nurturing and responsive learning environment.

This area for improvement had been met.

Previous area for improvement 2

To support high-quality outcomes for children and families, the managers should develop a more formalise and targeted approach to quality assurance, self-evaluation and improvement planning of the service.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'I experience high quality care and support based on relevant evidence, guidance and best practice' (HSCS 4.11); and 'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19).

This area for improvement was made on 9 April 2024.

Action taken since then

The management team has successfully developed a more formalised and targeted approach to quality assurance, self-evaluation, and improvement planning within the service. This structured approach has strengthened leadership practices and enhanced the overall effectiveness of service delivery.

For further details, please refer to Section 3: How Good Is Our Leadership in this report.

This area for improvement had 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

How good is our care, play and learning?	5 - Very Good
1.1 Nurturing care and support	5 - Very Good
1.3 Play and learning	5 - Very Good
How good is our setting?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very Good
How good is our leadership?	5 - Very Good
3.1 Quality assurance and improvement are led well	5 - Very Good
How good is our staff team?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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