

## Giffnock Nursery Class Day Care of Children

Giffnock Primary School  
Academy Road  
Giffnock  
Glasgow  
G46 6JL

Telephone: 01415 707 180

**Type of inspection:**  
Unannounced

**Completed on:**  
3 June 2025

**Service provided by:**  
East Renfrewshire Council

**Service provider number:**  
SP2003003372

**Service no:**  
CS2003015832

## About the service

Giffnock Nursery Class is based within Giffnock Primary School in the area of Giffnock, Glasgow. The service is registered with the care Inspectorate to provide a care service to a maximum of 30 children aged from three years, to those not yet attending primary school at any one time.

Children had access to one open plan playroom and free-flow access to a secure, enclosed outdoor garden within the school grounds. The service is close to shops, schools, transport routes and other amenities.

The service is provided by East Renfrewshire Council.

## About the inspection

This was an unannounced inspection which took place on Monday 2 and Tuesday 3 of June 2025. On both days of inspection there were up to 27 children in attendance. 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 since the last inspection.

In making our evaluations of the service we:

- Spoke with children using the service.
- Gathered feedback from ten families through online questionnaires.
- 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.

## Key messages

- Children were happy, confident and secure in the setting.
- Staff and children were working together to create an inclusive environment, where children were safe and had fun.
- Children were cared for by a skilled and motivated leadership and staff team.
- The leadership and staff team are committed to the continuous development and improvement of the service.
- Staff used their skills and knowledge to ensure high quality outcomes for children.
- 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?	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?

4 - Good

### 1.1 Nurturing care and support

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

Staff welcomed children and families into a warm and nurturing environment. Staff took time to invite children into the play spaces each morning with smiles and welcoming words. We observed that parents were comfortable in the service when welcomed at drop off and collection. Parents shared 'The staff and environment are very welcoming to all children and adults'. And 'Staff all know children very well and are so caring and affectionate towards us'.

All staff took time to welcome each child and family through respect, and genuine care by asking questions, and showing an interest through daily chats with families at collection and drop off. This meant positive relationships were built between staff, children and families, which supported children to feel safe and secure in the setting.

We observed mealtimes for children and found that this was a sociable and relaxed experience. Children were given a selection of nutritious food. For example, soup, fish fingers, potatoes and mushy peas. We observed children having opportunities to self-serve some food using tongs and small water jugs to pour water. We observed that some staff were sitting with children while they had their lunch and encouraged conversations which supported a positive social experience for children. Packed lunches were also available to support children's individual preferences. Children were encouraged to try new foods by staff who shared the benefits of healthy eating with children. For example, 'peas are brain food, they help you learn' shared one staff member. This supported children to establish healthy eating habits.

Children's health, wellbeing and development was supported by the range of information that had been collected by staff to help them meet children's needs. Personal plans had been developed to take account of good practice guidance and staff were able to discuss the needs of each child. We saw new personal plans were being developed to include key information. This included likes, dislikes, health care needs and support required for children in one central document and staff shared the benefits of these. Plans were shared and updated regularly with families, allowing staff to effectively plan and respond to children's needs and interests. One parent shared that they particularly liked that children's voices were encouraged as part of regular updates. This resulted in children being fully involved in their personal plan which reflected their needs and wishes.

Not all staff were knowledgeable in relation to appropriate record keeping and administration of medication. There were some gaps in corresponding information and written consent was not obtained from all families, which had not been identified through the services quality assurance processes. The leadership team took immediate steps to rectify these issues during inspection. Management now needs to ensure that effective systems are put in place to ensure medication is safely managed in the service. (see requirement 1).

### 1.3 Play and learning

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.

Children experienced a sense of fun within their play and learning. We observed children that were engaged, smiling and laughing throughout the inspection. Children had very good opportunities to lead their own play and learning, which impacted positively on their development and wellbeing. They were visibly happy, confident, and actively accessing all areas on offer. We observed a balance of adult directed and freely chosen activities, which was supporting children indoors which developed some key skills such as creativity and problem-solving in arts and crafts, literacy, numeracy, health, and wellbeing.

Children also had opportunities to take part in building, water and sand play, and develop friendships with their peers whilst outside. One parent shared that staff were nurturing and caring with children, and they provide fun and educational activities. As a result, children engaged well with each other and played cooperatively, using their imagination and curiosity to develop their play and learning.

Staff supported children in their play and were responsive to children's interests. They were skilful in knowing when to facilitate children's interests discreetly. For example, in the block area we had observed that a staff member identified an opportunity to scaffold children's learning, where they added roleplay characters to enhance children's opportunities to roleplay. This demonstrated that staff were responsive to children's needs and interests, which supported children's overall wellbeing, and sense of belonging without interfering or interrupting children's play.

Planning approaches were child centred and responsive to children's needs and interests. We sampled floor books that captured children's ideas using mind maps, staff observations and children's comments that contributed to children's learning and development. We found the floor books supported children in identifying and assessing their own learning.

Children were making progress in their learning and development which was demonstrated within their online learning profile. Staff took time to evaluate learning together which ensured that children's strengths, needs and next steps were being well supported. Tracking and monitoring children's individual learning evidenced the progress children were making at a pace that was right for them. As a result, children were progressing well and were happy and confident.

Children's play and learning was enhanced through strong connections to the local community. This included woodland walks and visits to the local library. A particularly strong link was with a church community group of local residents, where the residents visited the nursery on a weekly basis. We sampled floor book evidence which showed that the nursery had developed meaningful connections with the local community residents, named 'the grand buddies'. One parent shared 'I love that they bring intergenerational learning through the grand buddies, my child loves this a lot, especially when his grandparents are not close'. This provided valuable opportunities for socialising and learning about the wider community and its people.

## Requirements

1. To support children's wellbeing and keep them safe, the service should review their administration of medication policy and procedures, to ensure they are following best practice guidance 'Management of medication in daycare of children and childminding services'. This should include, but not limited to, written consent from parents to obtain permission to administer medication, and ensure forms accurately reflect the medication prescription label.

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

'Any treatment or intervention that I experience is safe and effective' (HSCS 1.24).

## How good is our setting?

## 5 - Very Good

### 2.2 Children experience high quality facilities

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.

The setting was welcoming, comfortable and furnished to a high standard with natural light and ventilation. The accommodation was clean, well-maintained and attractive. Families told us how welcomed they felt within the setting, and we could see that they were very comfortable whilst dropping off and collecting their children through the relationships they had built with staff. One parent told us that the nursery provided a 'warm, welcoming and safe environment'. The bright, welcoming entrance hall provided attractively displayed and useful information for families which underlined the lovely welcoming ethos families received. This reinforced the strong message to children and their families that they mattered.

Children were able to make independent choices about where they played. We observed them moving confidently between the indoors and the outdoors. Natural, open-ended materials were available to stimulate children's curiosity and extend their play. All children had access to sensory based activities such as sand and water play outdoors. This enabled children to be curious, explore natural resources and had space to run around together.

Children had opportunities to access additional outdoor areas such as the trim trail within the school campus. There were opportunities for children to climb, run and take part in risky play. Children were confident and independent, and it was evident children had regular and daily access to outdoors. As a result, children's health, wellbeing, and independence was being encouraged and supported.

Staff talked confidently about the arrangements that were in place, to ensure children's safety and supported children to keep themselves safe. Children helped to risk assess their outdoor play area. Staff recognised the benefits children gained from setting their own safety limits and participating in risky play. This meant that children's activities were not compromised.

The service was aware of the Care Inspectorate good practice tool SIMOA (Safety, Inspect, Monitor, Observe, Act) campaign. We observed this through posters on doors, as well as the SIMOA elephant that travelled alongside children to the garden, trim trail and woodland area. This shared that these safety messages were important. We saw staff were security conscious as they ensured they accounted for children throughout the day. This helped keep children safe.

Infection prevention and control measures were in place and were in line with current guidelines and best practice. Children and staff were confident in hand washing procedures. We saw both staff and children washing their hands when returning from the outdoor area and before mealtimes. Personal protective equipment (PPE) was also available and stored appropriately. These measures helped minimise the risk of infection, promoting a safe and healthy environment for all.

## How good is our leadership?

## 5 - Very Good

## 3.1 Quality assurance and improvement are led well

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.

The leadership team promoted a positive attitude and recognised the importance of a shared vision, values and aims. Visions and values were underpinned by Getting it right for every child (GIRFEC) SHANARRI, wellbeing indicators and the United Nations convention of the rights of the child (UNCRC), which had been reviewed by staff, children and families. Part of the vision for children included friendship, inclusivity, kindness and fun. Attractive displays in the entrance area and throughout the nursery communicated to parents and children what the values looked like in daily experiences. For example, we observed children having fun throughout their day, laughing with staff and each other, immersed in play activities and building positive relationships. This supported a respectful culture and promoted a positive atmosphere for children to play and learn.

The leadership team valued staff and were committed to ensuring they were motivated and supported to conduct their roles effectively. Staff expressed that they felt well supported by the leadership team and appreciated their regular presence within the playroom. Within our survey, staff strongly agreed that their wellbeing needs were recognised and supported. One staff member shared 'I feel very well supported by leaders. I have a great relationship with the leadership at Giffnock. They are approachable, offer a listening ear when needed and have a good understanding of how to support their team'. As a result, children benefited from a service that was well led.

And another shared 'Our Principal Teacher is supportive and knowledgeable and is really invested in the work of the nursery to support all learners and their families. They are an effective leader who inspires us to constantly improve and self-evaluate. The wider leadership team are very approachable and a great source of advice and support. The Head Teacher regularly comes into the playroom to check on everyone's wellbeing and to chat to the children. Their door is always open if there are any concerns'. This resulted in a positive culture across the team.

Regular meetings at all levels were enabling the staff team to be reflective together and as a team they used reflections to bring about positive change to outcomes and experiences for children and families. This included learning walks, senior leadership meetings, staff meetings and peer reviews to support consistency and continuity. This meant that children were benefiting from a staff team who were committed to improving the service.

Quality assurance processes were in place to ensure aspects of the service were routinely monitored. A collegiate calendar helped the leadership team keep on track of auditing and monitoring tasks. For example, regular monitoring of staff practice ensured children received high quality play and learning experiences.

The leadership team was passionate about delivering quality experiences for children and families and recognised the importance of engaging with families, to support the life and improvement of the setting. All staff respected families' views and the value they bring to the setting. For example, questionnaires were regularly completed by families to support ongoing nursery improvements. The inclusive environment meant that everyone was welcomed and included in the setting. One parent told us that 'There are many opportunities for me to get involved in my child's nursery experience such as stay & play days, joining library visits, joining visits to the woods, workshops or family fun days. I really appreciate this'. This supported that children and families to meet their full potential.

## How good is our staff team?

5 - Very Good

### 4.3 staff deployment

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.

The staff team were warm, welcoming, and caring which helped foster a positive ethos throughout the nursery. Children were cared for by a staff team that were nurturing and compassionate. All staff knew children and families well and had developed respectful working relationships between one another, which created a positive atmosphere. This supported children to feel safe and secure.

The nursery was appropriately staffed to meet the needs of children. Staff were deployed effectively throughout the day which ensured they met children's needs at the right time. The ethos throughout the service focused on children's rights, following the principles of (UNCRC), ensuring that all staff treated children with respect. Staff worked well together as a team and their different skill sets and knowledge complimented one another, resulting in positive interactions with children.

Staff were effectively supported by the leadership team who spent regular time in the nursery playroom. This helped to build positive working relationships and allowed time for professional dialogue. Staff were happy, engaging and sharing tasks through working as a team. For example, staff lunches were organised to minimise disruption, where a member of the leadership team supported staff daily. As a result, the day ran smoothly which supported children in their play, care, and learning.

Staff had clear roles and responsibilities, and communication was a key strength. Systems were in place to ensure that information relevant to children's individual care was shared effectively which included a communication diary, and planned meetings. This ensured that children's individual needs were consistently met by all staff.

Leadership at all levels was encouraged. This empowered staff to share their individual skills and knowledge. Staff shared with us aspects of the service that they were leading on. For example, promoting children's rights and celebrating diversity. This approach built on existing strengths and supported all staff to further develop their practice and skills.

Staff were responsible and took ownership for their own learning. Staff spoke enthusiastically about their training and development as part of their role in the service. Continuous professional development was supported through various training opportunities. Staff shared a wealth of recent training opportunities which included; 'Attunement training' which supported staff to be responsive to children's emotional needs and moods, and 'Learning through landscapes: nurturing nature' which supported helping every child enjoy the benefits of learning and playing outdoors. As a result, children were being cared for by staff who were committed to the service to provide the best opportunities for children.

Staff shared that they felt valued and supported by the leadership team, professionally and personally. They told us they had weekly protected time off the floor for planning and observations, to ensure continued support and learning for children. This positive and supportive working environment meant that children were thriving because of the loving and nurturing care they experienced from all staff.



## 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	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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