

Puddle Lane Day Care of Children

Puddle Lane Early Learning & Childcare Centre
Edison Street
Hillington Park
Glasgow
G52 4JW

Telephone: 0141 891 4411

Type of inspection:
Unannounced

Completed on:
23 July 2025

Service provided by:
Kibbleworks

Service provider number:
SP2021000100

Service no:
CS2021000070

About the service

Puddle Lane nursery is provided by Kibbleworks. The nursery is registered to provide a care service to a maximum of 65 children not yet attending primary school at any one time:

- of those 65 no more than 12 are aged under 2 years
- and no more than 13 are aged 2 to under 3 years.
- Adult: child ratios will be a minimum of:
 - Under 2 years - 1:3
 - 2 years to under 3 years - 1:5
 - 3 years and over - 1:8 if the children attend more than 4 hours per day, or
 - 1:10 if the children attend for less than 4 hours per day
- The manager is 100% supernumerary

The service is located in Hillington industrial estate close to local businesses. The children are accommodated over three playrooms, have a dedicated dining area and access to a soft play area. The children have access to a large outdoor area and private allotment.

About the inspection

This was an unannounced inspection which took place on Tuesday 22 July 2025 and Wednesday 23 July 2025. The inspection was carried out by two early learning and childcare 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 and observed children using the service
- spoke with staff and management
- 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.

Key messages

- Children were confident, happy and settled in the setting.
- Staff interactions were caring and kind, helping children feel safe and secure.
- Mealtimes for all children were sociable and relaxed.
- The environment was attractive, bright, warm, and welcoming.
- Staff were passionate about delivering the best outcomes to children and families.
- We would encourage parents to be welcomed into the playrooms to develop relationships further.
- Staff should continue to review how they are documenting and tracking children's progress and next steps.
- We would encourage management and staff to continue developing the outdoor environments.

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?	4 - Good
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

Quality Indicator 1.1 - Nurturing care & support

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

Throughout the inspection children experienced warm and nurturing approaches from all staff. Staff were caring, kind and knew children well. Children had developed strong relationships with staff, and we observed them approaching staff for cuddles and reassurance. Children were involving staff in their play; this showed us that children were secure in their surroundings.

Staff were able to talk about children's individual likes, dislikes and current interest. Staff chatted with children about extended families, showing that they knew families well. As a result, children were happy and confident. Parents told us, 'We are extremely happy with the service provided by Puddle Lane and feel lucky that we found this nursery when looking for a childcare provider for our children.' 'Puddle Lane provides excellent care for the children. Our children love attending the nursery and even ask to go at weekends.'

Individual personal plans were in place for all children, staff were gathering key information to support children's health, welfare and safety needs. However, we found it was not always clear to identify or track children's next steps in play and learning. We would encourage the service to streamline information to make it easier to identify next steps, and how staff are supporting children's individual needs.

Risk assessments and individual support plans had been developed for children who required additional support. The service was working well with relevant agencies for example health visitors, and educational visitors. This was supporting the service to deliver positive outcomes for children and families.

Children were supported to sleep at a time that was suitable to their needs or requested by parents, individual pods, cots, mats, sleep sheets and comforters were provided in an environment that was supporting children to rest and relax. We found this supported children's emotional security, safety, and wellbeing.

We sampled medication held in the service and found this was being stored appropriately in line with best practice guidance 'Management of medication in daycare of children and childminding services.' However, the nursery's medication policy and consent forms were not in line with best practice guidance. Management advised they were in the process of updating both the policy and the templates. We agreed the changes required would be implemented as a priority.

Mealtimes were sociable, relaxed and unhurried, allowing children to eat at their own pace. Children were given a selection of nutritious food, for example soup, pasta, chicken casserole, and a selection of bread, cold meat and cheese. Children had access to fresh water to ensure they stayed hydrated. Children enjoyed the food provided and were encouraged to be independent through having opportunities to self-serve food and drinks. Some staff ate along with the children and staff encouraged conversations chatting about their experiences, achievements and family.

Children who brought packed lunches were also included and staff were knowledgeable about children's allergies and food preferences. Moving forward we have asked management to review the mealtime

environment and consider having tablecloths, napkins and side plates. Also to review the consistency of some food, for example, spaghetti to make it easier for younger children to eat. We signposted the service to the new best practice guidance 'Setting the Table Nutritional Standards and Practical Guidance for Early learning and childcare.'

Quality Indicator 1.3 – Play & Learning

Children were visibly happy, confident, and actively accessing all areas on offer. We observed a balance of adult directed and freely chosen activities which were supporting children to develop friendships and some key skills in arts and crafts, literacy, numeracy, health, and wellbeing. As a result, children engaged well with each other and played cooperatively using their imagination and curiosity to develop their play and learning.

Parents were encouraged to be part of their children's play and learning through regular stay and play sessions and family sessions for example the summer solstice. The service was also developing links with the community through having an active part in the allotments, growing vegetables and fruit. We found this was supporting positive links between the parents, the nursery staff, as well as, supporting children to have links with their local community. Parents told us, 'I enjoy the seasonal events that the nursery arranges and the parent/guardian involvement in them. I also think that the nursery works hard to include all children.' 'The staff are fantastic, they have all taken the time to get to know our child and his/her personality, preferences and they are all competent in keeping our child safe. The communication is great from them, and I feel like he/ she is safe there when we drop him/her off.'

Staff had developed individual 'being me books' for children to record learning, achievements and individual miles stones. These were created in partnership with the children, who had independently decorated them. Children were proud and excited to show, discuss and recall events and memories with staff and their peers. Children's individual drawings, voice and parental feedback were captured supporting children to have ownership. We would encourage staff and management to develop these books with consideration of adding curriculum links to learning and next steps as this will support the team in tracking children's progress and learning. Parents told us, 'We have a meeting every 6 months learning about how our child has been doing, activities they participated in, they show us a book that they've decorated, and we have images and milestone updates in the seesaw app.' 'We have regular 'being me 'meetings and daily updates on what skills my child is practicing in through play.'

A system for planning was in place, however, we found the approach was in the initial stages for the whole staff team. Staff had started to consult with children which was supporting the team to plan for the following week. We discussed implementing clearer next steps and experiences that would challenge excite and enhance children's play and learning.

Staff should continue to be responsive in their planning and develop strands of learning that are based on and respond to individual children's interests. Management should monitor how staff are documenting and tracking children's progress, next steps in learning to ensure there is a clear progression pathway.

The staff team should continue to develop the environments, carryout meaningful observations, effective assessments and provide quality provocations. This will further enhance the breath, progression, and depth of play and learning. **(See area for improvement 1.)**

Areas for improvement

1. To support children's play and learning and enable them to achieve their full potential management and staff should:

- Review and further develop their approaches to child-led planning, by ensuring appropriate levels of challenge and depth that supports children's curiosity and creativity.
- Consideration should be given to how individualisation is captured within planning. In addition, planning should be closely linked to observations in children's profiles or 'being me books' where meaningful next steps should be recorded. These should be monitored to ensure consistent quality of written observations.
- Staff should be supported in developing their understanding of quality experiences, observations and planning cycles.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS), which state that: '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 to my age and stage, which stimulate my natural curiosity, learning and creativity.' (HSCS 2.27).

How good is our setting?

4 - Good

Quality Indicator 2.2 Children's experience high quality facilities.

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

We found the environment was attractive, bright, warm, and welcoming. Staff had created a calming, inviting and cosy environment that supported children to engage well with their peers or give them time to play on their own. Staff had developed and set up play spaces to support several types of play encouraging children to easily select resources for example, arts and craft, water play, home corner, building blocks and cosy areas for stories. Parents told us, 'It is a beautiful environment with excellent facilities. There is so much for the children to get involved in and staff know the children really well.' 'My child is learning new social skills, they are experiencing activities such as messy play, risky play and building confidence with gross motor skills.'

Outdoors children had access to some experiences to develop their imagination, for example a mud kitchen area, obstacle course, garden area for planting and growing. Children were playing alongside staff in a game of noughts and crosses and also enjoyed painting stones creating them to look like different fruits to use in their mud kitchen. As a result, most children were having fun and interacting in positive experiences along with their peers.

There were also some opportunities to climb, run and take part in risky play. Children were confident and independent, and it was evident children had regular daily access to outdoors. As a result, most children's health, wellbeing, and independence were being encouraged and supported.

However, management and staff should continue to develop, reflect and review the outdoor environments. We found these areas require attention to support children's interest, and engagement. The service would benefit from developing resources both indoors and outdoors to include more loose parts play to support

children's curiosity, creativity and imagination as well as extending children's engagement in play and learning. Staff need to be developing provocations to inspire children and enable them to engage and sustain their play and learning.

We would ask management and staff to look at ways for children to have more regular access to outdoors and for the children in the 3-5 room to have a choice of when they would like to go outside. This will ensure children can direct their own play and activities in a way that they choose. Have access to a wide range of experiences and resources suitable for their age and stage which stimulate their natural curiosity, learning and creativity. (See area for improvement 1.)

We were satisfied with the infection prevention and control practice we observed. Staff modelled good hand washing and children were encouraged to wash their hands, before mealtimes reducing the spread of infection. We discussed developing ways for children and staff to wash hands their hands within the dining area and outdoors. The service had began to action this and we are confident this will be implemented.

Risk assessments had been developed to support a safe environment for children. These had been reviewed and shared with staff. Staff were aware at all times how many children they had present. This ensured children were kept safe and accounted for.

Accident and incidents were recorded and shared with parents. The manager had an audit system in place to identify any areas or actions required to keep children safe.

Areas for improvement

1. To support positive outcomes and inspire children to engage and sustain their play and learning management and staff should:

- Improve the indoor and outdoor environments with a view to developing resources, including loose parts play materials, creating experiences and provocations that inspire children's curiosity, creativity and imagination that develops and enhances their sense of wellbeing, wonder and adventure.

This is to ensure care, play and learning is consistent with the Health and Social Care Standards (HSCS) which states that: '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 to my age and stage, which stimulate my natural curiosity, learning and creativity.' (HSCS 2.27).

How good is our leadership?

4 - Good

Quality Indicator 3.1 Quality assurance and improvement are led well.

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

Following the last inspection, we recognise there has been a change in management over the last few months. Throughout the inspection the team responded well taking on advice and encouragement when suggestions were made. We found the new manager and the staff team to be in the early stages of developing their new relationships. We found relationships were good within the team and management and staff were committed to the development of the service. The team worked well together to establish a shared vision delivering the best outcomes for children and families. As a result, we are confident that the

service will continue to grow and move forward. Parents told us, 'The new manager has been very good at keeping us involved.' 'Great service overall, has greatly improved in recent months under the new manager.' 'It is daunting for any parent to entrust their child in the care of someone else, but Puddle Lane has built a strong level of trust with us, and we feel confident in their professionalism and care.'

Management and staff had regular contact with parents during drop off and pickups, stay and play sessions, family fun day sessions and children's 'being me' reviews. This helped create positive relationships where children and families felt heard and respected. Moving forward we would encourage the service to welcome parents into the playrooms at drop off and pick up times. This will further develop relationships with staff and enable children and parents to connect with home and nursery.

Children and families' views were regularly sought to inform the development of the service. Staff and management had daily conversations with the children enabling them to express their interests, likes, dislikes and plan their experiences in play and learning. To ensure parents and children can see their opinions and voice are acknowledged and recognised, we would encourage the service to respond to feedback through a 'you said, we did'. It would be helpful if some responses were shared visually and through pictures especially if feedback is in relation to developing the environment within the service.

The management team had developed quality assurance processes. Through discussions with the manager, we can see the vision she has for taking the service forward and the priorities identified for example developing literacy, numeracy and health and wellbeing. Also, a focus on developing planning, staff focus areas and quality of engagements. During inspection we could see the early stages of some of these priorities and the process of implementation.

However, the nursery improvement plan and standards and quality did not reflect the services under three-year-old provision. We have asked management to review the plan for the coming year to ensure all age ranges are acknowledged, identifying key priorities, improvements and outcomes while reflecting children, staff and parents' views and voice. This will support the manager to implement and bring about positive change to outcomes for children, families and staff.

A quality assurance calendar was in place to support management. This highlighted various tasks that were to be undertaken throughout the year. Regular audits were carried out to support staff and management as part of the services quality assurances process. The management team should now develop a more formal process of monitoring staff practice, engagement, and delivery of experiences ensuring that staff are accountable, given required support and training to enable the team to develop and continue to provide quality outcomes for children and families.

Staff were safely recruited through the organisation following best practice guidance 'Safer recruitment through better recruitment' and all safer recruitment checks were undertaken prior to staff starting in the service. Staff were registered with the Scottish Social Services Council (SSSC) and newly appointed staff were supported as part of their induction. This supported the safety of children, families, and staff.

How good is our staff team?

4 - Good

Quality Indicator 4.3 Staff deployment

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

The staff team were warm, welcoming, and caring and there was a positive ethos throughout the nursery. Children were cared for by a staff team that were nurturing and compassionate. Staff were passionate about delivering the best outcomes to children and families and were enthusiastic and respectful to each other through their interactions. This created a positive environment that allowed the children to feel safe and secure, with adults who cared for them. Parents told us, 'Staff are very friendly, transparent and easy to approach.' 'The level of emotional care and exposure to other kids and adults fostering independence and self-confidence and language skills.' 'The staff are great with our child who loves all of them. Our child has met great friends, and I think the nursery provides a lot for her/him to actively do while she/he is there. I personally think it's a great nursery.'

The nursery was appropriately staffed to meet the needs of the children. At most times during the day, staff were appropriately deployed which ensured they met children's needs at the right time. The ethos throughout the service focused on children as individuals 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 the children. This was an area for improvement at the last inspection and has now been met.

Staff communicated well with each other and had communication diaries to support staff when off on leave and different shift patterns. As a result, children were familiar with the daily routine and were happy and confident with staff and their environment. We would encourage staff to use radios to communicate to support them in being more flexible especially with a focus of children accessing the garden more regularly.

Staff were supported by the management team who spent time in the nursery playroom and lunch hall. This helped to build positive working relationships and allowed time for discussion. Staff were happy, engaging and sharing tasks through working as a team. For example, staff lunches were organised to minimise disruption. As a result, the day ran smoothly which supported children in their play, care, and learning.

Regular team meetings 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 meant that children were benefiting from a staff team who were committed to improving the service.

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 manager should ensure that children are cared for in areas appropriate to their age and stage of development. In order to achieve this, the provider must ensure that there are sufficient staff deployed in each of the nursery playrooms to meet the individual needs of all children.

This is to ensure care and support is consistent with Health and Social Care Standards, which state that: 'My needs are met by the right number of staff' (HSCS 3.15), and 'I experience a service that is the right size for me' (HSCS 5.5).

This area for improvement was made on 13 March 2024.

Action taken since then

Children were cared for in their designated age ranges and rooms. Staff were deployed effectively to support and there was sufficient staff to meet the needs of children present. This area for improvement has now 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?	4 - Good
1.1 Nurturing care and support	4 - Good
1.3 Play and learning	4 - Good
How good is our setting?	4 - Good
2.2 Children experience high quality facilities	4 - Good
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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