

# Victoria Park Kindergarten Day Care of Children

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**Type of inspection:**  
Unannounced

**Completed on:**  
21 August 2025

**Service provided by:**  
Victoria Park Kindergarten Ltd

**Service provider number:**  
SP2013012046

**Service no:**  
CS2013316501

## About the service

Victoria Park Kindergarten is registered to provide a care service to a maximum of 140 children, comprising of 42 children aged under two years; 38 children aged two to under three years; and 60 children aged three years to those not yet attending primary school.

The service is in partnership with Glasgow City Council to provide early learning and childcare to children aged between three and five years. The service is accommodated in a converted church and has separate playrooms for each age group over two floors. Children can access a small secure garden area to the side of the building, as well as an internal courtyard for active play in the fresh air. The service is close to local amenities such as shops, library and parks where children can learn about their wider world.

## About the inspection

This was an unannounced inspection which took place between 19 and 21 August 2025. The inspection was carried out by two inspectors from the Care Inspectorate.

To prepare for the inspection we reviewed information about the service. This included, registration information, information submitted by the service and intelligence gathered throughout the inspection year.

To inform our evaluation we:

- spoke with 30 children and received survey responses from 29 parents or carers
- spoke with 19 staff including the senior management 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.

This information will be anonymised and analysed to help inform our future work with services.

## Key messages

- Children benefited from a skilled staff team who worked very well together and had created a welcoming, inclusive environment.
- We found that staff were motivated, well led and passionate about improving outcomes for all children.
- The senior leadership team's approach had helped build, maintain and strengthen the capacity of the team to deliver continuity in children's care.
- Quality assurance and self-evaluation processes enabled the service to deliver high quality care and support tailored towards children's and families particular needs and choices.
- We identified a need for staff to develop more responsive observation and planning approaches to promote children's ownership and leadership of their play experiences
- We identified a need to improve children's opportunities to access to high quality outdoor play each day.

## 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?	5 - Very 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 and support

We evaluated this quality indicator as very good as we found performance demonstrated major strengths in supporting positive outcomes for children and did not require any significant adjustment.

We looked at how the service's planning approaches for children's care, learning and development ensured they experienced positive outcomes. Children benefited from a skilled staff team who worked very well together and had created a welcoming, inclusive environment. Their knowledge of child development and the wellbeing indicators resulted in children's individual needs being met. We observed staff being responsive to children's changeable interests and demands. Where children required support with personal care, interactions throughout were warm, caring and nurtured children's sense of security, confidence and helped build positive relationships.

Staff worked closely with families, involving them in decisions about their child's care and development. This enabled the relevant staff to respond quickly, sensitively and compassionately to changes in a child's life. Staff were skilled in using the information in children's personal plans to meet their needs. We discussed with staff how personal planning approaches could be streamlined and restructured to provide a summary of ongoing key support, care and learning needs for every child. Plans and records for children with identified additional support needs took account of multidisciplinary assessments and inputs. One parent commented: "The staff show a real interest in our child. When issues have arisen they are always dealt with in a timely manner and feedback given. They seem to get to know my child really well and give helpful developmental updates." A second parent told us: "We complete written plans that are updated as our daughter moves to a different stage. The plans are detailed and allow us to give our own feedback on her interests and needs." The personal planning approach followed by the staff team helped promote children's all round wellbeing by being solution focussed. It promoted shared discussions with parents and carers about children's strengths, personal challenges and development outcomes.

Children and staff enjoyed eating together in an unhurried and relaxed atmosphere, ensuring a caring and positive social experience. Staff recognised daily routines as a rich opportunity to promote close attachment. Systems for monitoring staff engagement with children at meal times were also in place. Through professional dialogue, the senior management team agreed that introducing a 'communication champion' role could further enhance the quality of talk and listening. This role has the potential to strengthen existing practices, ensuring every child feels heard, valued, and included in ways that further support their confidence and sense of belonging.

Staff demonstrated a clear understanding of the policies and procedures in place to ensure care and welfare of children including child protection. Regular professional learning in safeguarding supported staff to remain vigilant and well-informed, contributing to children's overall safety and wellbeing.

Robust medical administration systems were in place that followed current best practice guidance. This ensured children care received any medication safely and timeously. This supported children's health and wellbeing, reduced the risk of errors, and promoted confidence in the care provided.

### Quality indicator 1.3: Play and learning

We made an evaluation of good for this quality indicator as we found performance where identified strengths had a significant positive impact on children's experiences and outcomes.

We found that staff promoted a culture within the service that focussed on promoting the children's right to play, have fun and experience challenge. Staff worked hard to provide high quality learning experiences by continuously promoting choice, children's interests, as well as tracking and reflecting on individual achievements. Within indoor and outdoor play spaces we observed children happy and engaged, with examples of children sustaining their involvement in individual play experiences for varied periods within the daily routine. One parent commented: "There's a lovely balance of play and learning, with activities that spark curiosity and creativity. Whether it's messy play, story time, or outdoor adventures, there's always something fun and enriching going on. It's clear they put thought into every detail, and that makes all the difference." Another parent told us: "We love that they promote independence and skills for life. We know that our child is supported and offered so many exciting and fun activities that help her learn and grow."

Staff had high aspirations to enable children to be successful. We found that staff used observations of children's significant play interests to adapt their support for and resourcing of play experiences for individual children. This supported staff to talk critically, reflectively and evaluatively about the quality of play experiences on offer. The management team monitored the quality of staff observations to ensure they were used to support planning of children's play and learning in ways that were meaningful to children. As a result, children were confident, happy and motivated to learn.

We highlighted to staff, planning strategies for extending the breadth and depth of children's learning and linking children's ideas across different play spaces. We discussed potential adaptations to current planning and documentation approaches that would extend their shared daily reflection on and responsiveness to children's changing play plans as they evolved. Staff agreed that this would increase opportunities for professional dialogue about linking and extending children's learning opportunities across the range of play spaces within playrooms and outdoors.

In addition, we highlighted strategies and observation approaches for developing older children's sense of ownership of leading change related to their self chosen collaborative play projects. Staff agreed that more flexible use of planning tools based on observations of children's most engaging and involving group play experiences could strengthen existing opportunities for children to shape their play environments. This can extend opportunities for staff to reflect on when children display deep level engagement in their play and support them to provide greater autonomy and choice as to how this will be taken forward.

### How good is our setting?

**4 - Good**

### Quality Indicator 2.2 Children experience high quality facilities

We made an evaluation of good for this quality indicator as we found performance where identified strengths had a significant positive impact on children's experiences and outcomes.

We looked at the kindergarten environment and resources within it in terms of how they were managed to support positive outcomes for children. The kindergarten play spaces included the provision of open-ended and natural resources. Spaces were set up in ways that were adaptable and had potential to encourage children's creativity. We found that the playrooms were comfortable, furnished to a high standard, with

plenty of natural light. A range of wall displays celebrated children's backgrounds and achievements. This gave a strong message to children that they matter.

Children benefited from the provider's investment in the upstairs playroom for 3-5-year-olds. Unique treehouse-themed spaces supported children's creativity, exploration, and physical play. A sandpit, water pod, imagination area, quiet pods, and music room enabled children to make choices, follow their interests, and experiment. Staff told us that the spaces encouraged collaborative play and children's emotional self regulation was supported through having opportunities to spend time in quiet, reflective areas.

At times, the acoustics within the 3 to 5 years playroom created elevated sound levels that impacted on children's ability to concentrate and engage in focused, purposeful play. The manager engaged in constructive dialogue around potential strategies to improve the acoustic environment. Discussion included the use of sound-absorbing materials such as sound clouds, carpet tiles on walls, and soft furnishings, as well as the introduction of adaptable, covered areas and potential adjustments to the daily routine. Implementation of these changes can further support children's emotional wellbeing and enhance their capacity to focus, explore, and learn in a more settled atmosphere.

Staff told us the limited size of the outdoor courtyard play space restricted the number of children who could access it at the same time. The layout of the kindergarten building and related access arrangements from playrooms restricted opportunities for older children to freely lead their own play between indoor and outdoor play spaces. One parent commented: "The gardens are too small for the older children to play." Another parent told us: "When they can I like when they manage to get outside, fresh air is good for the staff and little ones too. I feel and this isn't always possible." These comments were representative of a significant proportion of the survey feedback we received from parents. We highlighted this and staff agreed that more regular planned outdoor play and forest kindergarten opportunities within parks or woodland spaces beyond the setting would further increase opportunities for children to experience fresh air and enjoy challenging play, (see area for improvement 1). The management teams agreed to make this a focus of future improvement and professional development planning.

Children's safety was promoted through detailed risk assessments for all environments and activities accessed by them. These were regularly reviewed and staff were aware of their responsibility to identify and remove any new hazards in the way of children's safety and wellbeing. Staff had received appropriate training on infection prevention and control. There were clear policies and procedures in place to ensure consistent approaches across the setting. These practices minimised the risk of infection and contributed to a clean, well-maintained environment where children could play and learn safely.

## Areas for improvement

1. To support children to achieve their full potential through play the provider should ensure children have regular access to challenging outdoor play and learning experiences beyond the kindergarten setting.

This is to ensure that care and support is consistent with the Health and Social Care Standards which state that: 'I am supported to participate fully as a citizen in my local community in the way that I want' (HSCS 1.10), 'I can choose to have an active life and participate in a range of recreational, social, creative, physical and learning activities every day, both indoors and outdoors' (HSCS 1.25) and 'As a child, I play outdoors every day and regularly explore a natural environment' (HSCS 1.32).

**How good is our leadership?****5 - Very Good****Quality Indicator 3.1 Quality assurance and improvement are led well**

We evaluated this quality indicator as very good as we found performance demonstrated major strengths in supporting positive outcomes for children and did not require any significant adjustment.

We found that staff were highly motivated, very well led and passionate about improving outcomes for all children. Positive working relationships between the senior management team and staff promoted a collegiate approach to providing high quality play experiences for children. Staff told us how the senior management team provided a clear focus for their shared team work including setting out clear responsibilities and expectations. Room leaders told us how they were supported by senior managers as they transitioned into their new leadership roles. This approach contributed to continuity and consistency in the quality of children's care.

We discussed with the manager the need for leadership initiatives to be more widely distributed across the staff team. We discussed with the management team how this might be taken forward in the form of champion roles in areas such as outdoor play, numeracy, literacy, health and wellbeing champion, additional support needs coordination, child led planning, responsive planning, and higher order thinking skills. The manager recognised this approach as a way to build staff expertise and further enhance outcomes for children.

We found that strong leadership of the service supported staff to have high aspirations and confidence in their capacity to help children to reach their full potential. Staff were familiar with national quality frameworks for early learning and childcare. The management team followed an inclusive and supportive approach to quality assurance and improvement. We found that team meetings took place regularly and staff had the opportunity to take part in one to one meetings with management. These provided an opportunity to discuss any improvement ideas and identify any related training needs. We found this helped to channel each staff team member's enthusiasm for taking forward current ideas and developing and implementing best practice guidance. It helped to ensure that care, play and learning experiences were consistently meeting the needs of children.

The management team told us how they dedicated time to analysing children's, staff and parents' contributions to any consultations and extracting the key messages or themes. This feedback had been used to support the development of an improvement plan that clearly set out the kindergarten's priorities and targets for change. We highlighted practical consultation strategies for widening family engagement in the improvement planning process. The staff agreed these would help strengthen the capacity of service to deliver high quality care and support tailored towards children's and families' particular needs and choices.

**How good is our staff team?****4 - Good****Quality Indicator 4.3 Staff Deployment**

We made an evaluation of good for this quality indicator as we found performance where identified strengths had a significant positive impact on children's experiences and outcomes.

The importance of ensuring that the service was appropriately staffed during the day was recognised by the senior management team as essential to the wellbeing of children in the service. Staffing arrangements were in place that promoted continuity of children's care across the day and ensured positive transitions and communication with families. These should be monitored and evaluated and improvements in practice taken forward where it is identified as needed.

Staff worked together to ensure effective supervision and quality engagement with the children across the day. The management team recognised the need for high levels of interaction and support to promote children's wellbeing and safety. Staff breaks were planned to minimise impact on the children whilst enabling staff to rest and be refreshed. We discussed with the manager how this could be further improved. We highlighted staff monitoring and support strategies that would help to ensure that play spaces remain attractively set up and sustain children's collaborative play within the three to five room during any break periods. Overall, we found staff communicated very well with their colleagues when a task took them away from their responsibilities. Staff were flexible when specific outings or additional activities required changes to their routines. This ensured staff were consistently available and in sufficient numbers to meet the needs of the children

The staff routinely engaged in a range of professional learning activities that built on and sustained their practice. We found staff were confident in discussing how they had improved their practice as a result of their own professional learning activities. We found that the staff development programme had a positive impact on the quality of experiences for children, their progress and parental engagement in their children's learning.

Children's access to high-quality outdoor learning experiences was recognised as an area for further development. We discussed with the management team the importance of reviewing staff deployment to enable more flexible and responsive support for outdoor play beyond the immediate setting. This included exploring how staffing arrangements could better facilitate regular access to local woodland areas and natural environments. By aligning staff deployment with the service's vision for outdoor learning, children will benefit from more frequent, meaningful, and adventurous play experiences in nature. This will contribute to improved outcomes in resilience, independence, and engagement in learning.

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

### Requirements

#### Requirement 1

By 29 November 2024, the provider must ensure that staff are deployed in a way that supports meeting children's health, wellbeing and safety needs. To do this, the provider, must at a minimum:

- a) ensure staff understand the development needs, of the children in their care
- b) ensure that there are sufficient staff in numbers to meet children's needs whilst daily tasks are undertaken.



This is in order to comply with section 8 of the Health and Care (Staffing) (Scotland) Act 2019. This is to ensure that care and support is consistent with Health and Social Care Standards (HSCS) which state: 'I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes' (HSCS 3.14)

**This requirement was made on 5 September 2024.**

#### Action taken on previous requirement

The provider had implemented a recruitment approach for the service thus ensuring that the kindergarten was appropriately staffed with qualified practitioners during the day. Effective staff recruitment and deployment within the kindergarten meant that children's individual needs were being met by the right number of practitioners and qualified staff throughout each element of the day. Systems had been established that ensure staff communicated very well with their colleagues when a personal care task took them away from their play area based responsibilities.

**Met - within timescales**

## 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

To support staff to develop their skills, knowledge and understanding of children's play, learning and development, the provider should arrange for staff to undertake related professional development activities. Opportunities should be provided so staff can reflect with the management team and embed their learning into their practice.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes' (HSCS 3.14).

**This area for improvement was made on 4 September 2025.**

#### Action taken since then

The manager had implemented an appropriate staff development programme covering topics about children's play, learning and development. This programme ensured staff engaged in a range of professional learning activities that built on and sustained their practice. The programme included opportunities for staff discussing and reflect on how they had improved their practice as a result of their professional learning activities.

This area for improvement has 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](http://www.careinspectorate.com).

## Detailed evaluations

How good is our care, play and learning?	4 - Good
1.1 Nurturing care and support	5 - Very 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?	5 - Very Good
3.1 Quality assurance and improvement are led well	5 - Very Good

How good is our staff team?	4 - Good
4.3 Staff deployment	4 - Good

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