

The Bearsden Nursery Day Care of Children

50a Drymen Road
Bearsden
Glasgow
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Telephone: 01419 429 499

Type of inspection:
Unannounced

Completed on:
6 June 2025

Service provided by:
Moretime Capital (bearsden) Ltd

Service provider number:
SP2003000764

Service no:
CS2003003800

About the service

The Bearsden Nursery is a daycare of children service and is registered to provide care to a maximum of 50 children:

- 15 children under 2 years
- 15 children aged 2 years to under 3 years
- 20 children aged 3 years and up to primary school age.

The nursery operates Monday to Friday, 08:00 to 18:00. The service is open 51 weeks of the year, closing between Christmas and New Year.

The provider is Moretime Capital (Bearsden) Ltd.

The nursery is located in the Bearsden area of East Dunbartonshire and is within close proximity to transport links and local amenities. The service operates from ground level office accommodation and has a secure door entry system. The accommodation consists of an entrance area, three playrooms, an office and kitchen. There is a large, enclosed outdoor play area adjacent to the nursery.

About the inspection

This was an announced inspection which took place on Thursday 5 June 2025 between 09:45 and 19:00 when there were 32 children attending the service and Friday 6 June 2025 between 09:00 and 13:00 when 19 children attended the service. 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 and spent time with children using the service
- spoke with five parents
- received feedback from 17 parents and 11 staff who completed our questionnaires
- spoke with childcare staff, the nursery manager and the director
- observed practice and daily life
- reviewed documents.

Throughout this report, any reference to parents also includes carers and guardians.

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

- The children were happy and had fun as they played with their friends and took part in a good range of activities.
- Staff were building lovely relationships with the children. They were kind and caring towards them. They listened, supported, praised and encouraged the children offering good play experiences.
- The new manager provided very good support to staff, parents and children.
- The provider had renovated the children's toilets and kitchen.
- The nursery's infection prevention and control procedures had been improved and updated.
- The management and staff should continue to improve the opportunities for children to play outdoors.
- The management should develop an environmental audit document.

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

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| 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

We evaluated different parts of this key question as very good and good, with an overall grade of good. Several strengths had a positive impact on outcomes for children and clearly outweighed the areas for improvement.

Quality indicator 1.1: Nurturing care and support

Staff promoted children's independence, privacy and dignity. We saw they responded sensitively and compassionately to the children throughout the day.

We looked at a range of documentation that made up a child's personal plan. These had been updated and improved since the last inspection. Staff shared with us how reviewing and updating this information had helped them support the children's ongoing needs, wishes and choices. Parents shared how the Family app and children's learning journals helped keep them up-to-date with their child's nursery experiences and share ongoing information between the nursery and families. This approach helped to support effective communication and continuity of care between home and nursery.

The staff worked well together to meet the children's needs and personal preferences. They encouraged children's independence and were caring, warm and kind. Staff praised, chatted and played with the children. They responded positively to the children's needs as they played and took part in nursery activities. A child was settling into the nursery, and we saw that they were engaged in the activities and had begun to make friends with the other children and bond with the staff. We found that the children were relaxed, happy and enjoyed being at the nursery.

Children had lunch and snacks in the playrooms. We saw that this was a positive experience as it encouraged the children to develop healthy eating habits, confidence and independence. It promoted children's choices and built friendships.

The provider had renovated and improved the kitchen facilities and had employed an in-house chef. This meant that children had a very good variety of freshly prepared food to choose from. The choices reflected current guidance. Staff encouraged the children to select food and serve themselves. We noted that the utensils used by the children when selecting their food were too big. These should be replaced to make it easier for the children to use.

The children were happy and enjoyed eating their food in the relaxed, unhurried and calm atmosphere. They chatted and laughed with their friends and staff. Children's comments included:

"I like the peppers, they are crunchy."

"Can I have some more?"

"I like the fruit. There is strawberries, pineapples and grapes."

The children knew the snack and lunch routines and enjoyed clearing away their plates, cups and cutlery.

The staff in the baby room were gentle, kind and caring. There was a good balance of support for the babies, from staff, as they learned to feed themselves and develop their independence when having their snacks/lunch. The babies enjoyed their food. The staff praised and encouraged them. For example, as they used spoons to scoop the rice and eat their fruit at snack time. The babies knew the routines and enjoyed dropping cups and plates into the basin, saying "all done." It was very calm.

Staff had a good understanding of the importance of sleep for children's overall development and wellbeing. Sleep routines were in place to support the needs of the individual child and the family's wishes. Staff cuddled the children and supported them individually to settle gently to sleep.

The service had a medication procedure in place which was in line with current guidance. This helped staff to administer medication safely to the children in their care and support the children's medical needs.

The management and staff had developed good links with other professionals to support children and families as and when required. This approach helped identify the next steps and techniques to help meet the child's individual needs and support positive outcomes for the child.

Quality indicator 1.3: Play and learning

Across the nursery, we saw that the children were fully engaged in and enjoying their play. The playrooms were calm and quiet. Children aged two to five could choose to move between two rooms. This was being trialled, and staff spoke positively of the improved benefits to the children's choice and play experiences.

We found that the children were relaxed and happy, and there was lots of laughter and chat as they played either on their own or with friends and staff.

Staff were on hand to support children, and we saw staff extend the children's play and learning through discussions as well as joining in their play. This helped build the children's knowledge and skills, as well as forming loving and nurturing bonds. Staff smiled and encouraged the children as they played which helped to promote their creativity and curiosity.

We saw staff sitting and engaging with children throughout our visit. For example, reading stories, playing board games, in the home corner, chatting, making and exploring playdough, construction, crafts and art. We saw that the children helped each other and really liked being together. They were confident and happy.

Children happily shared with us their thoughts about the nursery, play and what they had been learning about.

"I wrote this letter for my friend. I am putting it in his drawer."

"Making Minecraft - look, I made this."

"Like the nursery and building stuff."

"Very big, it's got different colours." A child showing us their toy caterpillar.

Within the baby room, the staff were gentle, caring and nurturing towards the babies. They spoke kindly to them and helped them decide what they were going to play with. There was a good range of toys and activities that excited and challenged them. For example, we saw the babies climbing and exploring, painting and doing tummy time. They excitedly played in the low water tray, saying: "splish, splash, splish splash." The toys were set up to allow the babies to choose what they wanted to do. Puppets, sensory floor tiles, wheeled toys, books, puzzles and a good range of sensory, tactile, loose parts and natural resources were available.

Babies got lots of cuddles from the staff. Staff asked questions about what they would like to do and asked them if they were finished playing. They helped the babies share the toys and take turns. This approach helped them to feel loved and safe.

Staff put the children at the centre of their planning. They used various methods to capture children's voices and ideas to enrich their play and learning. This showed us that staff understood the value of play and had a good understanding of the children's learning and development stages. Parents told us:

"Staff really care about the children. They love the staff. They would go outside all day if they had a choice."

"The staff are wonderful - they are all so engaged with the children and committed to coming up with entertaining and stimulating activities for them every day, as well as keeping them safe and happy."

All children had regular opportunities for fresh air and physical play. Staff understood the benefits of outdoor play for children and had built it into their daily plans. We saw that the children really enjoyed the freedom and fun that outdoor play provided giving them space and fresh air to run about, explore and play with their friends. Discussion with management and staff confirmed that they had recognised the importance of children being able to spontaneously choose to play outdoors, and the challenges they currently had because the garden did not link directly to the nursery building. They were working together to look at how they could improve children's choice to spontaneously play outdoors (see area for improvement 1).

Areas for improvement

1. The manager and staff should look at how they can support children to have more opportunities to play outdoors.

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 play outdoors every day and regularly explore a natural environment" (HSCS 1.32).

We made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a positive impact on children's experiences.

Quality indicator 2.2: Children experience high quality facilities

We saw that the staff communicated and worked well together to keep children safe while attending the service. The building had a secure door entry system and staff monitored who entered and left the nursery. Staff ensured that the children were accounted for at all times. This meant that the children were kept safe and secure within the nursery, and as they went into the garden to play. We discussed the car park set up and suggested that it would be beneficial to erect a sign to show that children were in the vicinity.

The nursery setting had three playrooms. These were warm and had good natural light and ventilation. The rooms had enough space for children to play and relax in. Staff had set up the rooms to encourage the children to choose what they wanted to play with. This included cosy corners for the children to relax and rest as needed. We saw that the room layouts had been improved, and the staff were keen to continue to develop them. The director had continued to increase the range of toys and equipment. The children enjoyed the freedom to move between the rooms, and this had enhanced their play, confidence, independence and choice.

We spoke with the manager and director, and they shared with us the improvements they had made to the nursery environment. Children's toilet facilities had been renovated. And the children now had a new, large, handwashing basin, toilets and an enclosed changing area. This improvement supported their dignity and privacy and encouraged the children's independence when toileting and washing their hands.

The newly fitted kitchen meant that the service now provided freshly prepared food. The chef regularly spoke with the children and got feedback on the menu. The children had been involved in sampling new foods. A parent told us: "The introduction of the chef is good. Eats loads here [at nursery] and it has helped with their eating."

Further plans included replacing units and blinds in the two to three room. The development of the room layouts to give children more opportunities to extend and enhance their play experiences and the replacement of ceiling light fittings. The improvement to the kitchen meant that staff no longer had a room to relax in, for example, when having lunch or time off the floor. The director was looking at how to address this.

Management and staff had continued to improve the outdoor space. But recognise that this is a work in progress. A new greenhouse had been installed, and children were helping to grow vegetables with the idea to use these in snacks or lunches. We saw that the changes offered good physical and challenging experiences for the children. For example, the children worked together to catch water in jugs as they poured it through coloured tubes. With one child saying, "Put it through the green one, not the blue one." Children gained confidence jumping off and stepping between wooden structures. They explored the earth for bugs, chatted to each other and made up games. However, as recognised by staff and management, the children needed to have more opportunities to play outside.

Improvements had been made to the cleaning procedures. We found the service had written cleaning schedules and records to help management, nursery and cleaning staff ensure that all areas within the nursery were being cleaned to a good standard. On our walk around the premises, we noted that some of the areas needed additional cleaning. The manager agreed to address this. Staff had undertaken training in infection prevention and control. This approach helped keep children safe while attending the nursery and supported good infection prevention and control practices.

Maintenance records and risk assessments for the building and outdoor areas were in place. These had been reviewed and updated to support management and staff in helping to keep the environment safe for children. We saw that the children enjoyed helping to risk assess the outdoor area before going to play outdoors. We did a walk around with the manager and noted that some of the areas both indoors and outdoors still needed additional maintenance. We asked them to enhance the risk assessments to include an environmental audit system (see area for improvement 1).

We also discussed the fire evacuation plan. The manager agreed to contact the fire officer for advice on the safest way to evacuate the building, taking account of the main road and the car park.

The service was registered with the Information Commissioner's Office (ICO). This helped to ensure that information held by the service was managed in line with general data protection requirements.

Areas for improvement

1. To help improve the risk assessments and maintenance of the nursery environment, the manager should develop the current risk assessments to include an environmental audit.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: "My environment is secure and safe" (HSCS 5.19).

How good is our leadership?

4 - Good

We made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a positive impact on children's experiences.

Quality indicator 3.1: Quality assurance and improvement are led well

We found that the new manager was highly motivated, skilled and knowledgeable. They led by example, were hands-on and visible. The manager gave strong support, guidance and encouragement to the staff team. Their "can do" attitude had been embraced by the staff.

The manager was keen to improve the service for children, staff and parents. They had used various methods to share the nursery's vision, values and aims of the service. Quality assurance processes were in place. This included evaluation processes, detailing the nursery's ongoing improvement plans. The manager sought regular feedback from children, families and staff. This approach helped to ensure that they were all involved in influencing the changes and improvements within the setting.

The manager actively encouraged staff to feel empowered to share responsibility for the development and improvement of the service. There was a strong ethos of continuous improvement within the team. Staff we spoke with felt valued, and their thoughts and ideas to improve the nursery were taken seriously by the manager. Although there had been changes within the staff team, the staff had bonded very well together to support the ongoing needs of the children and parents.

Opportunities for staff to enhance their skills and knowledge were actively encouraged by the manager. Staff were keen to continue to develop their skills and knowledge and enthusiastically told us about the recent training they had attended and how this had improved their practice and enhanced the children's play experiences. They shared with us their plans to undertake additional training. Staff confirmed that the manager supported them to progress in their career. For example, being given additional responsibilities or an opportunity to undertake a BA in Childhood Practice.

Good communication between the nursery and parents helped keep parents up-to-date with what was happening within the service. Parents were at ease and felt welcomed into the nursery. Staff and the manager responded positively to requests and ideas from parents. This helped them provide good care and support to the children. And ensured that children were settled, enjoyed their time and had fun while attending the nursery. A parent told us:

"The [children] love it [nursery]. Had a parents' night. The Family app is good. I can update it. The manager had a parents' information session and explained their plans for the nursery ... the manager has been fantastic, she is so visible ..."

Staff used various methods to find out what the children's interests were. They praised, supported and encouraged the children as they played. Staff acknowledged and built upon the children's successes. This approach helped children reach their full potential. Staff and management used continuous feedback from children and parents to inform the nursery's improvement plans.

We viewed three staff files. This confirmed that the recruitment procedures were in line with the current best practice - Safer Recruitment Through Better Recruitment.

How good is our staff team?

4 - Good

We made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a positive impact on children's experiences.

Quality indicator 4.3: Staff deployment

We found that there was sufficient staff to meet the needs of the children attending the service and to keep them safe. Good staff deployment ensured that the children had continuity of care over the day. Staff from the provider's other nursery, Hillfoot Nursery, as well as sessional staff, supported the core team. The Family app kept parents informed of staff changes. And new staff were introduced to the children. This helped them adjust to the changes and get to know staff. A parent told us: "They [child] like the [the nursery] ... Staff are good at sending messages. Makes me feel better seeing pictures ... it lets me know they are fine. The Family app keeps me up to date with staff changes."

Staff were respectful and thoughtful of each other and enjoyed being with the children. They worked very well together to provide good play experiences and activities to the children. New staff were supported by a mentor. This helped to develop a positive team ethos and continuity of care for the children.

We saw that the staff enjoyed working with the children and had built very good relationships with the families. Although there had been major changes to the team, the positive and encouraging support from the manager meant that the staff felt motivated and committed to their roles within the nursery. We observed how well they worked together to support the individual and group needs of the children. This helped staff to support the children's wellbeing needs, have fun and enjoy their time at the nursery. The parents we talked to spoke positively of the staff and management. A parent shared: "The staff are so good with all the children. They encourage them to explore what interests them and seem genuinely invested in their development."

Staff worked very well together, communicated with each other throughout the day and were skilled in their roles. We saw that they made the most of each other's strengths to support play and learning for children in their care. There was a relaxed and happy atmosphere.

We found that parents were very happy or happy with the care their children received. We shared the comments from the discussions we had with the parents and their responses from the questionnaires with the manager this included positive feedback and areas that parents felt could be improved to enhance their children's experiences.

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

Management and staff should continue to develop the children's personal plans and ensure that these are reviewed and updated every six months or before, depending on the needs of the child.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: "My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices" (HSCS 1.15).

The management and staff should also consider referring to the Care Inspectorate document: Guide for Providers on Personal Planning - Early Learning and Childcare.

This area for improvement was made on 29 May 2024.

Action taken since then

A Family app had been developed which included information about the children that made up their personal plan. Staff updated these regularly with feedback from parents.

This area for improvement has been met.

Previous area for improvement 2

The provider should ensure written cleaning schedules and robust maintenance records are put in place to help management, nursery staff and cleaning staff ensure that all areas within the nursery are being cleaned and maintained to the highest standards and to support good infection prevention and control practices.

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).

This area for improvement was made on 29 May 2024.

Action taken since then

The manager had put in place cleaning and maintenance records.

This area for improvement has been met.

Previous area for improvement 3

The management should put in place procedures to ensure that parents and children know who will be caring for them when their key worker is absent or sessional/agency cover is being used.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: "I am supported and cared for by people I know so that I experience consistency and continuity" (HSCS 4.16).

This area for improvement was made on 29 May 2024.

Action taken since then

The information within the Famly app included staff working at the nursery each day. This approach helped keep parents up-to-date with staff changes.

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

Detailed evaluations

| | |
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| 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 |

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|---|----------|
| How good is our setting? | 4 - Good |
| 2.2 Children experience high quality facilities | 4 - Good |

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| How good is our leadership? | 4 - Good |
| 3.1 Quality assurance and improvement are led well | 4 - Good |

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

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