

Jimmy Dunnachie F L C

Day Care of Children

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Type of inspection:
Unannounced

Completed on:
10 June 2025

Service provided by:
Glasgow City Council

Service provider number:
SP2003003390

Service no:
CS2003014889

About the service

Jimmy Dunnachie Family Learning Centre is a day care of children service in a suburban area of Glasgow. The service is provided by Glasgow City Council and operates from premises within Ashpark Primary School Campus in Arden.

The service can accommodate 126 children not yet attending primary school at any one time. This includes no more than 24 children are aged under two years, no more than 35 children are aged two years to under three years and no more than 67 children are aged three years to those not yet attending primary school full time. The outdoor space has been taken into account when agreeing the maximum number of children aged three years to not yet attending primary school. Children must have access to the outdoor space at all times. At the time of our inspection there were a total of 86 children present on the first day and 97 children present on the second day.

The accommodation consists of four playrooms. Outdoor play spaces are accessible from playrooms and the Willow Garden is an additional large outdoor play space. There is changing and toilet facilities for children and office, catering and staff facilities. The service is close to schools, transport routes, shops and community services.

About the inspection

This was an unannounced inspection which took place on 9 and 10 June 2025. The inspection was carried out by three inspectors from the Care Inspectorate. This inspection took place as a response to notifications that required further scrutiny. As part of our inspection, we assessed the actions taken by the service to ensure the health, safety and wellbeing of children.

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
- reviewed feedback from 10 parents and carers whose children attend the service
- reviewed feedback from 4 staff members employed in the service
- spoke with management and staff
- observed practice and staff interactions with children
- 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

- Following notification activity from the service the provider must make improvements to staff being deployed appropriately to manage and respond to risk.
- Staff used kind and nurturing approaches which contributed to children feeling welcome and contributed to positive relationships.
- Personal plans should be further developed to ensure they fully support meeting children's needs and are updated as a minimum every six months.
- Lunch was a relaxed and unhurried experience with staff supervising children contributing to a safe mealtime experience.
- Children were happy, settled and confident in the service.
- We identified improvements that would minimise infection risks and support children's health and wellbeing.
- The provider must review procedures for safeguarding children to ensure designated safeguarding leads are aware of their responsibilities.
- The provider should review the deployment of staff for the Willow Garden to support the registration of the service.

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?	3 - Adequate
How good is our leadership?	3 - Adequate
How good is our staff team?	3 - Adequate

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

Quality Indicator 1.1: Nurturing care and support

Children were happy, settled, and confident in their environments and had developed friendships which enhanced their wellbeing.

Staff were welcoming, nurturing and caring towards children and responded warmly. The interactions between staff and children were responsive and engaging. This supported children to feel safe, secure and contributed to the positive relationships they had with staff. Parents told us, "I can leave the nursery knowing my child is happy and cared for, since starting he is coming on so well and learning more every day" and "Friendly nursery, staff are very welcoming, my child enjoys nursery."

Staff knew the children well which meant they were able to respond to their individual needs and preferences. One parent commented "Staff all know our wee boy so well, his likes and dislikes as well as ways to help him grow. They encourage and praise him."

Staff were sensitive when providing personal care. They sought children's permission beforehand supporting children's rights, privacy and dignity.

At our previous inspection we made an area for improvement for mealtimes. Improvements had been made to children's lunchtime experience. A rolling lunch supported children to eat when they were ready. This meant that children were experiencing a natural end to their play. Lunch was a relaxed and unhurried experience with staff supervising children contributing to a safe mealtime experience. There were opportunities for older children to be responsible, independent and to make choices with the self-serving of food and clearing away used lunch items. Opportunities to enhance responsibility and independence could be provided for two to three years aged children with the self-serving of food. We made suggestions to support with lunch being a more sociable experience for three to five year old children with more opportunities for staff to sit with children during the experience.

At our previous inspection we made an area for improvement for personal plans. Personal plans were in place for children. Plans were created in partnership with families who also contributed to creating targets for children. This contributed to valuing their contribution and supporting partnership working between the service and home. There were inconsistencies with information recorded within plans. These did not always contain the information staff needed to support children and meet their needs. Some children would benefit from meaningful next steps. Not all plans were reviewed within six months. As this has the potential to compromise children's care, play and learning we have continued to make an area for improvement (see area for improvement 1).

Children's medicine was clearly labelled, administered, and stored safely. Health care plans were in place for children to support children's health and well-being. We suggested the service review medication every three months in accordance with Care Inspectorate guidance 'Management of medication in daycare of children and childminding services' to continue to support with medication being reflective of children's current health needs.

Staff had attended child protection training. They were aware of their responsibility to safeguard children in their care and had the ability to recognise when children and families needed support.

Quality Indicator 1.3: Play and learning

Children were having fun and were engaged in a variety of experiences. They had good opportunities to lead their own play and learning. This contributed to supporting children's development and well-being. Children told us, "I like to see my friends" and they liked songs, stories, outdoors and the willow garden.

All staff were interacting and joining in experiences with children to support children's play and learning. Older children were using resources in their home corner to support their imaginative play. Children were drawing pictures and talking to each other about their creations supporting children's creativity and language skills. Children were proud of their achievements and sharing these with adults, contributing to a sense of positive self-worth and self-esteem.

Children under three years had opportunities to take part in a range of experiences that supported their skills and development. This included sensory play, playdough and sand play supporting children's creativity and fine motor skills. Children joined in song time supporting their language development and imaginative play where they made cups of tea and bathed baby dolls.

All children had opportunities to play and learn outdoors. Children were playing a game of hide and seek and climbing and balancing on loose parts materials supporting children's gross motor skills.

Management and staff had reviewed and were developing their planning processes. Staff were responsible for areas for 12 weeks to support and extend children's learning and progression. Planning consisted of group plans and staff planned for individual goals for children. Children's voices were being recorded and plans were linked to curriculum guidelines. We made suggestions to support with improvements to the floor books to reflect the learning and progression taking place and to provide children with opportunities to reflect on their experiences and learning. Meaningful planning and evaluation has the potential to improve outcomes for children's play and learning.

A digital platform was being used to support communication and share information on nursery news and children's learning. Staff shared photographs and observations of children's play and learning. We sampled observations and found some lacked analysis, and next steps and there were inconsistencies in the number and frequency of observations. Regular documenting of children's observation and next steps will support families to be informed and celebrate children's progress and achievements. Parents commented, "Unknown what he's doing in nursery, rarely any updates" and "My son had been there since start of March, there had been no updates, lack of communication on the app or verbally." Management had been reflecting on the quality of children's learning journals and as such had identified them as an improvement priority. We were therefore satisfied that a plan was in place to develop a consistent approach to supporting children's progress within play and learning.

Areas for improvement

1. To support children's care, play and learning, management and staff should ensure individualised personal plans capture children's health and welfare needs, progression in learning and support children to reach their full potential. Management and staff should ensure meaningful strategies are identified and recorded to support children. Plans should be reviewed in partnership with parents and carers as a minimum every six months.

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

How good is our setting?

3 - Adequate

We evaluated this key question as adequate. While some strengths had a positive impact, key areas needed to improve.

Quality Indicator 2.2: Children experience high quality facilities

Children were cared for in an environment that was welcoming, bright and well-ventilated. Playspaces were well furnished which helped create calm and relaxing environments that promoted children's wellbeing. Indoor environments were secure to support children's safety and wellbeing.

A good range of toys and games including natural materials were available for children. Storage of resources were accessible and supported children's choices to meet their needs and interests for play. There were some cosy spaces for children to rest and relax contributing to children's health and wellbeing. These could be extended within two to five year olds and outdoor environments to support children's health and well-being.

Children's health and wellbeing was supported as they had free flow access to the outdoors for fresh air and exercise. Children confidently moved between and within indoors and outdoors to support their choices and interests for play.

Outdoor play spaces were safe and secure for children to support children's safety and well-being. The Willow Garden enhanced opportunities for the freedom and space for children to run. Children had the opportunity to participate in challenging and risky play when using apparatus to balance and climb. We discussed with the manager the Willow Garden outdoor area is spacious and has lots of potential for continued improvements. This could include opportunities for extending natural and loose parts materials to enhance children's play and learning.

We discussed with the manager the potential of further developments for the three to five years outdoor play area to provide inviting, enriching and enabling play experiences for children's play and learning. This has the potential to enhance children's play and learning.

Management and staff were reporting faults and breakdown of equipment and janitorial staff were taking action to repair these to support children's safety and well-being. We identified areas of maintenance which required approval by the provider were not always being actioned promptly to support children's health and well-being. For example, the services washing machine was faulty and staff had been taking items home to launder. We discussed this with management and the potential of cross contamination. Management responded and there was approval for the order of a new washing machine from the provider during the inspection. Management considered the risks of laundering items from the service to home and created a risk assessment to support all staff working towards the same shared control measures, to support children's health and well-being.

Children and staff were observed handwashing before and after mealtimes and this was carried out well. We observed infection prevention and control practices could be improved to support children's health and wellbeing. Some extractor fans were dusty which had the potential to reduce the removal of airborne

particles. Laundered items and paper towels were not always stored appropriately and children's noses were not always cleaned promptly. These meant that children were at risk of pathogens spreading and the risk of infection. As this has the potential to compromise children's health and wellbeing we have made an area for improvement (see area for improvement 1).

Environments were well organised to make parents and carers feel welcome. Staff photographs were displayed so that parents and carers knew who was caring for children. Welcome areas contained important information for families contributing to supporting parents to be valued and included.

Areas for improvement

1. To support children's health and wellbeing, improvements should be made to the infection, prevention and control procedures.

This is to ensure care and support is consistent with Health and Social Care Standards, which state: 'I experience an environment that is well looked after with clean, tidy and well maintained premises, furnishings and equipment' (HSCS 5.22).

How good is our leadership?

3 - Adequate

We evaluated this key question as adequate. While some strengths had a positive impact, key areas needed to improve.

Quality indicator 3.1: Quality assurance and improvement are led well

The management team were friendly and approachable and engaged well with the inspection process. Since the previous inspection the service had experienced multiple changes in leadership. An acting manager was in place and recruitment checks were being undertaken for the newly appointed manager. This has the potential to support the service, children, families and staff team with consistency and continuity within the service.

An improvement plan was in place which identified the strengths and areas for development. We saw some evidence of improvements in focus areas including the development of indoor environments. Management and staff had also made improvements to lunchtime experiences and planning approaches for children's play and learning. We could see the positive impact these were having for children.

Quality assurance systems included audits of accident and incidents, personal plans and medication. In response to audits management and staff had identified action to be taken to minimise further accidents and incidents. For example, by reducing the number of children using the outdoor play area at the one time to support children's safety and wellbeing. We identified areas where audits could be improved with regular audits of medication and personal plans. This has the potential to improve outcomes for children and their families.

A quality assurance visit had taken place by a member of the senior leadership team. This had identified strengths and where improvements could be made within the service. The impact of the task was in the early stages and not all improvements identified had been taken forward to support with improvements. Self-evaluation could be further improved with the involvement from children, families and staff when making changes and should include children and families voice. This has the potential to improve outcomes for children and their families.

Monitoring of practice was taking place. This had led to strengths and areas for improvement being identified. Contributing to supporting continual staff development and improving outcomes for children.

Working groups had been re-visited. Staff were responsible for areas to include family partnership, outdoors and lunches. This supported staff to be responsible and accountable based on their skills and interests to make improvements. The working groups were at the early stages of development. Opportunities for staff to meet regularly has the potential to support and enhance staff collaboration and autonomy to enable progression in their areas of responsibility.

We sampled child protection files and identified staff with lead safeguarding responsibilities had followed guidance and procedures to ensure any possible concerns were responded to appropriately and reported to the relevant authorities for almost all children. When this did not happen, this meant that children were possibly at risk of harm. During the inspection, the management team responded to this information and responded appropriately. To support children's protection, safety and wellbeing the provider must ensure that staff with lead safeguarding responsibilities fulfil their statutory duties of notifying relevant authorities of protection concerns. We have therefore made a requirement to address this (see requirement 1).

Requirements

1. By 12 September 2025, the provider must ensure that children are safe and protected from harm. To do this, the provider must, at a minimum:

- a) ensure all management and staff with lead safeguarding responsibilities have a clear understanding of their role and responsibilities to keep children safe and secure from harm.
- b) ensure management and staff with lead safeguarding responsibilities are competent in reviewing chronologies and child protection records to assess the level of risk to children and any concerns identified are reported to the relevant authorities timeously.

This is in order to comply with Regulation (4) (1a) of the Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: 'I am protected from harm, neglect, abuse, bullying and exploitation by people who have a clear understanding of their responsibilities' (HSCS 3.20).

How good is our staff team?

3 - Adequate

We evaluated this key question as adequate. While some strengths had a positive impact, key areas needed to improve.

Quality Indicator 4.3: Staff Deployment

The staff team provided a wide range of skills and experience to the service within and across environments. Key working arrangements ensured there was consistency in individual children's care across the day.

We observed examples of communication and team working taking place between and within play spaces. The staff team informed each other when leaving the room or attending to a child's needs. This contributed to supporting children's safety, security and wellbeing.

Staff were deployed indoors and outdoors and supervising children in their play. They were completing registers and updating numbers of children on boards. Staff were supervising children transitioning between spaces and regular head counts took place in outdoor environments. These supported children being accounted for.

Following notification activity from the service we identified improvements must be made to staff being deployed appropriately to manage and respond to risk. Parents told us "Supervision levels need to be higher due to several incidents and accidents within the room" and "I feel the safety can sometimes feel questioned with the lack of staff." Management and staff must review their approach and update risk assessments accordingly to support all staff working towards the same shared control measures, to support children's protection, safety and wellbeing. We have therefore made a requirement to address this (see requirement 1).

We observed improvements to the deployment of staff within the Willow Garden. Children were accessing the area earlier in the morning and four staff members were in attendance to support children's play and learning. We identified continued improvements should be made. Children and staff returned to the service from the Willow Garden for lunch whilst staff lunches were also taking place. The indoor environment became busier and some children required individual support from staff to regulate their emotions. Improved staff deployment will contribute to the registered space supporting the registration of the service to ensure children have adequate space and offer quality experiences, while meeting children's individual needs. As this has the potential to compromise children's safety and wellbeing we have made an area for improvement (see area for improvement 1).

Staff had participated in training and development to support their practice and some staff shared with us how this had supported development of their learning and skills and how this impacted on their practice.

Requirements

1. By 12 September 2025, the provider must ensure that children are safe and protected from harm. To do this, the provider must, at a minimum:

- a) ensure staff are deployed appropriately to manage and respond to risks.
- b) robust risk assessments are taking place and action is taken to mitigate risks to children.

This is to comply with Regulation (4) (1a) of the Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

This is to ensure that care and support is consistent with the Health and Social Care Standards, 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) and 'I experience high quality care and support because people have the necessary information and resources' (HSCS 4.27).

Areas for improvement

1. To support children's care, play and learning and ensure their safety and wellbeing the provider should review the deployment of staff to support the services current registration children must access the outdoor space at all times.

This is to ensure that care and support is consistent with the Health and Social Care Standards, which state, 'I experience a service that is the right size for me' (HSCS 5.5) and 'I have enough physical space to meet my needs and wishes' (HSCS 5.20).

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

Children should have greater opportunities to be independent and self-sufficient at mealtimes and be able to take an active role in their mealtime experiences.

This is to ensure that care and support is consistent with the Health and Social Care Standards, which states: 'I take part in daily routines, such as setting up activities and mealtimes, if this is what I want' (HSCS 2.21).

This area for improvement was made on 24 April 2024.

Action taken since then

A rolling lunchtime experience was in place for older children. Children had opportunities to be responsible, and independent when choosing their meal, self-serving their food, pouring a drink and clearing away used mealtimes items.

We were satisfied the area for improvement had been met.

Previous area for improvement 2

To support children's care, play and learning the manager and staff should ensure individualised personal plans capture children's health and welfare needs, progression in learning and support children to reach their full potential. Consideration should be given to, but not be limited to the following areas:

- personal plans are reflective of their current health and welfare needs and meaningful strategies are identified and recorded to support children.
- the recording of identified next steps and the tracking of children's learning and progression.
- plans should be created and reviewed in partnership with parents and carers as a minimum every six months.

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

This area for improvement was made on 24 April 2024.

Action taken since then

Personal plans were in place for children. Plans were created in partnership with parents and carers. Not all plans were reviewed within six months. There were inconsistencies with information within plans. These did not always contain the information staff needed to support children and meet their needs. Some children would benefit from meaningful next steps.

The area for improvement had not been met. Please refer to 'How good is our care, play and learning?' for further information.

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?	3 - Adequate
2.2 Children experience high quality facilities	3 - Adequate
How good is our leadership?	3 - Adequate
3.1 Quality assurance and improvement are led well	3 - Adequate
How good is our staff team?	3 - Adequate
4.3 Staff deployment	3 - Adequate

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