

Bridgeton Family Learning Centre Day Care of Children

106/108 Orr Street
Bridgeton
Glasgow
G40 2QF

Telephone: 01415 543 719

Type of inspection:
Unannounced

Completed on:
29 May 2025

Service provided by:
Glasgow City Council

Service provider number:
SP2003003390

Service no:
CS2003014815

About the service

Bridgeton Family Learning Centre is registered as a daycare of children service. It is registered to provide a care service to a maximum of 91 children not yet attending primary school at any one time:

- of those 91 no more than 18 are aged under 2 years
- no more than 25 are aged 2 years to under 3 years
- no more than 48 are aged 3 years to those not yet attending primary school full time.

The service is based in a two-storey building with the children under three years based on the ground floor. There is a large enclosed outdoor area and smaller outdoor areas for children under three years. Children also have use of a multi-use space called the bistro and a family room is available. The service is based in the Bridgeton area of Glasgow and the service accesses local amenities.

About the inspection

This was an unannounced inspection which took place on 27, 28 and 29 May 2025. The inspection was carried out by two inspectors from the Care Inspectorate.

To prepare for the inspection we reviewed information about this service. This included previous inspection findings, registration information, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- spoke with people using the service and their families
- spoke with staff and management
- spoke with visiting professionals
- 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 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 staff were warm, welcoming, kind and nurturing. Children benefited from a staff team who were skilled in their approach to ensuring children's health and wellbeing needs were being met.
- The service had developed the environment to make it a fun, stimulating and challenging environment for children to play and learn.
- The access to outdoor play opportunities had developed. The service was continuing to enhance the outdoor area. Parents and children shared that this was a particularly favourite area where the children enjoyed playing.
- Programmes of improvement and quality assurance were impacting positively on outcomes for children.
- Staff had attended a range of training that was supporting the overall wellbeing of children. Having specialist staff providing play therapy and family support was impacting positively on outcomes for children and families.

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

We evaluated this key question as good, where several important strengths, taken together, outweighed areas for improvement.

1.1 Nurturing care and support

The service demonstrated a very good standard of nurture, care and support for all children. Staff were warm, welcoming and caring in their approach with children. Staff knew the individual needs of children well and they were supporting children from all different backgrounds to feel safe, secure and nurtured. Throughout the day, dialogue with children and families was very good. The nurturing approach to meeting children's needs was apparent across all age ranges of children. Staff respected children's rights. They asked children before washing their faces or supporting them with their personal care, helping children to feel secure, valued and confident within the setting. The additional support for families with English as an Additional Language (EAL), along with access to massage and meditation, mindfulness and yoga was supporting a sense of wellbeing for all the family. Staff were also going through training for wellbeing workshops such as Paths and Think Equal. These were also good tools to take forward for supporting the overall wellbeing of children and families.

Relationships were strong between staff, children and families. A family support worker and a play therapist were offering additional support to families alongside the keyworkers. The multi-agency approach to supporting families was a key strength of the service. Links with the family support workers, play therapist and community links ensured that families were at the heart of what they were doing at the service. Strong links and staff having a good knowledge of families and what they needed ensured that outcomes for families attending the service were very good. Right down to providing resources, wellbeing, nurturing groups to bring people together. Staff knew the families well and what they needed. This was impacting positively on outcomes for children and families.

Personal plans were in place. These were well-documented and regularly reviewed in collaboration with families. These reflected children's individual needs, routines, preferences and developmental needs. As part of the improvement plan, there were plans in place to update the way that the service recorded children's personal plans to ensure that key information was easily accessible to staff. This will improve the quality of the information being shared.

Meal and snack times were relaxed and sociable, promoting both independence and healthy choices. We could see that staff had considered opportunities for smaller sittings at meal times. They should continue to review the time it takes for children's meals and the allocation of staff over the lunchtime period to meet children's needs. Children had a good level of choice and were encouraged to serve themselves, promoting self help skills. The children under three would benefit from more opportunities to develop self help skills. We identified some changes to the way that the lunch was provided that would benefit children. For example, staff being more responsive, sitting at all tables offering a social lunch experience. The manager had looked at family lunch and how that would benefit children across the day, seeing siblings from other rooms. More flexibility around meals will support better access to outdoor play and less interruptions to children's play.

Staff were aware of the safe sleep guidance and ensured that children were safe when they were supported to go for a nap. There were spaces for children to rest and relax. One baby was asleep in a basket outdoors safely monitored by staff. Staff shared that some children slept better when they were outdoors in fresh air.

The service had clear policies and procedures in place for the safe management and administration of medication. This was in line with best practice guidance. Staff were confident and robust in their responsibilities to ensure children's health and wellbeing needs were being met. We asked them to consider better storage options for storing medication in an easily accessible way. Staff also demonstrated that they knew their responsibilities in relation to child protection, following national guidance. We could see that there were good open channels of communication to ensure children were safe and protected.

1.3 Play and learning

We found that the service provided a welcoming and stimulating environment that supported children's play and learning well. Management and staff promoted children's rights for play and learning across the setting. Staff were providing high quality learning experiences by continuously promoting choice and children's interests, as well as tracking and reflecting on individual children's achievements.

Children were engaged in a variety of activities and experiences that encouraged creativity, exploration and independence, allowing children choice and to lead their own play and learning. This led to children achieving and progressing well and developed children's ownership of play across different contexts. Parents shared positive feedback about their children's experiences including: "The nursery provides a variety of opportunities and experiences for my child to thrive and learn, we see that through my child's progress at home and also on Seesaw." Another parent commented that: "My daughter loves the garden and her drawings/paintings she brings home to show us." Most parents shared that the outdoor space was their children's favourite place to play in the nursery. The service had further plans to offer more free flow outdoor play opportunities.

There was a range of open ended play opportunities for children both indoors and outdoors. There were creative approaches to play that engaged children's imagination and enriched their play and learning. Interactions between staff and children were warm and nurturing, helping to create a positive ethos that supported children's emotional wellbeing and encouraged participation. Resources were well-organised and accessible, allowing children choice and to direct their own play and learning. Children's voice was valued and staff had a good knowledge of child development and used this knowledge to shape the children's play and learning opportunities in collaboration with children and families, with strong home links. This promoted a partnership based approach to play and learning that strengthened children's overall health, wellbeing and resilience.

There had been positive input from the leaders of early learning to support staff to take forward various aspects of play and learning. There were lots of opportunities for extended dialogue and staff were reflective of children's interests through their play and adapted the play environment accordingly. This showed a responsive approach to play and learning.

We identified some areas for improvement including further development of observation and planning processes to ensure next steps in learning are consistently identified and followed through. However, overall, children experienced positive outcomes in play and learning. Children were confident, happy and motivated to learn. The service demonstrated that they had identified areas for improvement and were committed to taking these forward including:

- more focus on interactions
- more responsive planning
- offering more challenge to children
- allowing more opportunities for children to experience the wider world
- ensuring that they monitor children's observations and next steps and how this information is delivered to families.

How good is our setting?

4 - Good

We evaluated this key question as good, where several important strengths, taken together, outweighed areas for improvement.

2.2 Children experience high quality facilities

The environment was well-maintained, clean, warm and welcoming. Spaces were well-organised and supported a range of play and learning both indoors and outdoors. The service was working well with the space they had access to.

Staff had rearranged spaces and done a lot of work on improving environments for children, based on best practice. There was a range of high quality resources and materials that were accessible, stimulating and appropriate for the children's ages and stages of development. Rooms for children were warm, cosy and welcoming. There was a lot of natural light. Lighting had been softened and there were cosy corners and areas to relax and read books available. The service was flexible in its use of space. It had additional rooms that could be used for a range of uses, this benefited smaller groups of children and 1-1 sessions.

The garden was safe and secure. A panel around the perimeter fence created privacy in a busy urban area. Mature trees created a woodland area where children enjoyed playing under the trees. There was a rope swing and children enjoyed the challenge of assessing risk and extending their play. The garden had been identified as an area for development. The service had turned an outdoor cupboard into a boot room for changing, this benefited children transitioning to the garden. Staff had plans to designate space for bikes and they would be introducing a programme called Play on Pedals to enhance children's opportunities for cycling. This will support children's physical health and wellbeing. The service took children to a local dance studio for dance classes each week. Children shared their enjoyment for this and it was a positive experience to explore the wider community. The service was situated close to play areas and green spaces. Children would benefit from further play opportunities beyond the setting.

The service had a plan for improvement for the environment. We asked them to consider a low rail on the stairs for children moving up and down the stairs during free flow to the outdoor area. We also highlighted that children would benefit from the interactive whiteboard being in working order to support children's access to ICT. Another point to develop was ensuring access to enough resources to allow children opportunities to engage in rich creative activities. We asked the service to secure an exterior gate to ensure the public could not access any garden spaces; this was done before the end of the inspection.

How good is our leadership?

4 - Good

We evaluated this key question as good, where several important strengths, taken together, outweighed areas for improvement.

3.1 Quality assurance and improvement are led well

The service vision, values and aims had been reviewed with input from everyone involved in the setting. This showed that people who used the service were important in shaping the service.

There was a well formulated improvement plan in place. The plan was specific to the current needs of the service, and we observed the plans had made positive improvements to practice. There was progress in taking forward champion roles, these were linked to taking forward the improvement priorities. Wellbeing of children and ensuring positive outcomes for families was a key feature of the improvement plan. Programmes impacting positively on this included the family support worker, support groups for families to attend, play therapist support, nurture champion roles with a focus on nurture and support, programmes for assisting with managing emotions. We could see that this was affecting change and improving people's lives. The service had well-established links within the community to enrich the lives of children and families attending the service. This was a particular focus for families who were feeling isolated and in need of extra support.

Quality assurance systems helped maintain and support the delivery of good quality care for children. Regular audits were completed and included accidents, incidents, personal plans, medication and monitoring of staff practice. The management team along with staff had carried out quality assurance activities to successfully self-evaluate the service. They had a good understanding of their next steps for development based on evidence and people's views. The team had a very good understanding of the importance of using the views of families and staff to inform the planning and development of the service. Good communication methods were in place, and the manager used these to share the progress of improvements and gather people's views. For example, staff took part in regular 1-1 meetings and staff meetings. There were open channels of communication to ensure staff views were valued as part of the improvement plan and staff demonstrated this through professional discussions with inspectors.

Families' views were gathered through questionnaires, strong relationships, home links, online platforms and peer groups. This supported people to feel valued and contributed to continuous improvement. Children's views were gathered to support developments in practice. For example, children were consulted about the development of the outdoor spaces and access to play that involved challenge. They were also asked their views on menu planning and activities and children had good ownership of their own play and learning. This meant children and families were meaningfully involved and influenced change within the service.

How good is our staff team?

4 - Good

We evaluated this key question as good, where several important strengths, taken together, outweighed areas for improvement.

4.3 Staff deployment

Staff engaged well in the inspection process. They were welcoming, confident and open during discussions. This gave us a good insight into what it was like for children and families attending the service. Children experienced warmth and care from a nurturing staff team. Staff showed genuine care and interest in children's lives, development and learning. Children continually experienced supportive interactions, delivered with respect, warmth and kindness. This promoted positive relationships along with positive attachments. Parents shared positive feedback about the strong connections children and families had with staff. Their comments included:

"They're [staff] always around and on hand with the kids, they're very kind and ready to help both parents and kids when questions arise."

"The staff have built very good relationships with both me and my child and are always friendly and helpful."

"Known them for around 10 years and I love the nursery so much for my three kids."

Members of management and office staff welcomed children and families as they arrived at the service before they were welcomed into the playroom by staff. The service was staffed appropriately to meet the needs of children attending the service. There were also staff that offered additional support for people who needed it including family support, play therapy and a range of other visiting professionals. This ensured a child-centred approach to meeting children's needs. The service had reflected on times when the staffing levels had been challenging and were positively moving forward with better staffing levels to meet the needs of children.

There was good communication within the staff team. Leadership roles across the team were effective and staff were continuing to work well as a team. The management team had an open door policy and staff were proactive at recognising where staff needed extra support across the sessions.

Children's care and support was promoted through staff's knowledge and skills. There were good mentoring arrangements in place for staff. Staff had completed core training including first aid and child protection which contributed to keeping children safe. A programme of champion roles for staff was being rolled out. This was allowing the staff team to develop, reflect and improve outcomes for children. There had been good progress in developing more free flow indoor and outdoor play experiences, staff deployment was supporting this. Further work is planned to enhance children's play opportunities. Reflection on the staff deployment over the lunchtime period will support continuity and further opportunities for a social lunch experience.

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	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?	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

To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and help services to improve. We also investigate complaints about care services and can take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

You can also read more about our work online at www.careinspectorate.com

Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

Find us on Facebook

Twitter: @careinspect

Other languages and formats

This report is available in other languages and formats on request.

Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànan eile ma nithear iartras.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿਚ ਉਪਲਬਧ ਹੈ।

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.