Bishopbriggs Village Nursery
Day Care of Children

Bishopbriggs Community Church
21 Park Avenue
Bishopbriggs
Glasgow
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Telephone: 0141 739 9777

Type of inspection:
Unannounced

Completed on:
14 September 2026

Service provided by:
Bishopbriggs Village Nursery Committee

Service provider number:
SP2003000735

Service no:
CS2003003641

About the service

Bishopbriggs Community Nursery operates from their own dedicated space within Bishopbriggs Community Church. The service moved to these premises in August 2020. The service is located in the Bishopbriggs area of East Dunbartonshire, close to public transport links, shops schools and green spaces.

The service is registered to provide a day care of children service to a maximum of 24 children not yet of an age to attend primary school at any one time. There were 17 children present during our inspection.

About the inspection

This was an unannounced inspection which took place on 31 August and 1 September 2026.
The inspection was carried out by one inspector from the Care Inspectorate. To prepare for the inspection we reviewed information about this service. This included previous inspection findings, registration and complaints information, information submitted by the service and intelligence gathered throughout the inspection year.

During our inspection we:

- spoke with children using the service
- spoke with staff and management
- received electronic feedback from five parents/carers whose children attended the service
- observed practice and daily life
- reviewed documents.

Key messages

- The leadership team recognised the importance of having a shared vision that focused on improving outcomes for children and families and were working well to achieve this.
- Children benefitted from a warm, welcoming environment and the provision of natural and loose parts resources.
- Staff demonstrated a meaningful understanding of the nurture principles and used these in practice to deliver warm, kind and compassionate care. This supported children's wellbeing and helped to strengthen positive attachments and connections.
- Children were having fun playing with open ended resources that fostered critical thinking, creativity and social skills.
- The leadership team should continue with plans to embed quality assurance processes.

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

Leadership	4 - Good
Children thrive and develop in quality spaces	4 - Good
Children play and learn	4 - Good
Children are supported to achieve	5 - Very Good

Further details on the particular areas inspected are provided at the end of this report.

Leadership 4 - Good

Leadership and management of staff and resources

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

The leadership team recognised the importance of having a shared vision that focused on improving outcomes for children and families and were working well to achieve this.

The service vision, values and aims statement was recently reviewed and parents were fully involved in this process.

We observed a wellbeing and rights based approach to care and learning. Staff promoted inclusion, warmly welcoming children and families into the service, encouraging children's rights and implementing nurturing practice. This ensured that children and families felt connected and involved in the development of the service.

Staff commented,
"I feel we have built a strong link with families and getting them involved with the Nursery, with events such as stay and play, grandparents visits, book day with carers coming in to read, baking days etc" and "We have established strong relationships with our children and families and include them regularly in everything we do".

Staff were clear about future direction of the service and their roles and responsibilities within the setting. They had identified meaningful priorities for the service and were clear on how to progress these.

We observed accountability and professionalism of all staff in the service. Staff took personal and collective responsibility for children's safety, wellbeing and developmental progress while adhering to high standards and regulatory frameworks.

The team demonstrated a strong commitment to the continuous improvement of the service.
A new improvement plan was developed with staff using the Quality Improvement Framework for early learning and childcare, childminding and school-aged childcare to measure quality.
Leaders had fostered a culture of shared responsibility by encouraging staff to lead change through their champion roles. This created a positive and supportive environment for children.

Staff were involved in self evaluation. Staff told us their views and suggestions were valued by the leadership team. They were empowered by their champion roles and opportunities provided to them. Leaders provided time for staff to share knowledge and supported continuing professional development and reflective practice.

Leaders and staff had high aspirations for children and families with the child at the heart of everything. The team recognised that children's voices and parent evaluations were central to the service's ongoing growth and development and had created pathways for parent opinions and input, for example, the recently established parent committee.

Quality assurance and monitoring systems were in place in the service. Leaders and staff had made good progress in this area since the last inspection. They had developed a foundation for sustained improvement and planned to further strengthen self evaluation processes. We asked the leadership team to continue to embed these systems to enhance staff practice and sustain positive outcomes for children and families.

Recruitment followed current safer recruitment guidance with parents involved in the recruitment process through the committee.

There was a clear, structured induction programme for all new staff with support provided through mentoring and supervision.

Training and support needs of staff were regularly reviewed and addressed.

Staff understood and adhered to professional codes, for example, (Scottish Social Services Council (SSSC).

Children thrive and develop in quality spaces 4 - Good

Children experience high quality spaces

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

The setting felt warm, homely and welcoming. It benefited from natural light and ventilation. The use of soft lighting and some cosy furnishings in the playroom helped create a calming environment for children. We observed that children could choose how to use play spaces and staff consulted children about how to develop play spaces. Staff observed children's interests and were responsive to these. Some recent improvement to resources and the environment for children positively impacted on this.

The layout of the playroom promoted independence, choice and inclusion. The recent addition of more natural and loose parts materials provided extra challenge and opportunities for exploration. Daily access to outdoor play was provided in all weathers. Staff were creative in their use of the limited outdoor space at the service, ensuring that all children had access to learning opportunities that sparked curiosity and supported their development.

Children also used the new play park adjacent to the service for outdoor play. We discussed how staff could promote forest activities to introduce children to essential life skills, resilience and a deeper connection to the natural world.

We saw that regular checks and audits were completed by the manager to monitor cleanliness and maintenance of the environment. Risk assessments were current and demonstrated a risk approach. Procedures were in place for effective prevention and control.

Accident and incident records were completed and shared with parents through the famly app. Monthly audits were carefully completed by the manager to identify any areas of potential risk or concern.

Child records were appropriately kept and stored to ensure confidentiality and child safety. The provider was registered with the ICO (Information Commissioners' Office), ensuring protection of individual's rights and privacy with their own personal data.

Parents' comments included:
"The outside space is always kept engaging for the children and they are encouraged to use it in all weathers".
"We have a robust procedure at drop off and collection to ensure the transitions are warm, welcoming but ultimately safe for the children in our care. Our gate is double locked and only opened and closed by staff".
"We recently added a secure entry to our main door and are currently in talks with our landlord to do the same for our main gate".

Children play and learn 4 - Good

Playing, learning and developing

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

Staff across the nursery had created welcoming environments for children which were play based and fostered a sense of belonging. We saw cosy, quiet areas for reflection alongside active play spaces and easily accessible child sized furniture. Children were having fun, initiating play and most were engaged for periods of time. Staff were at children's level and demonstrated a genuine interest, allowing children to lead their learning.

We saw children making decisions and choices and being given time to explore. Staff were attuned to children, listening and giving them time to communicate. We observed good quality interactions between staff and children. Staff recognised and celebrated children's efforts, progress and achievements.

The majority of resources in the playroom were open ended, fostering critical thinking, creativity and social skills. This supported cognitive growth, language development and physical motor skills, enabling children to explore, experiment and learn through play. Learning provocations were set up to spark children's interest, stimulate thoughts and ideas and encourage questioning.

We saw children engaging with learning provocations and natural and loose parts materials. These offered diverse textures and visual characteristics that engaged children's senses and stimulated exploration. We listened to staff plans to make more regular use of larger natural spaces outwith the nursery to promote fundamental movement skills and gross motor development in children.

Parents told us,
"The nursery is always full of engaging activities that promote many different skills including creativity, independence and early literacy and numeracy skills. Children are challenged and supported appropriately" and "The outside space is always kept engaging for the children and they are encouraged to use it in all weathers".

Staff used various platforms to communicate with parents e.g. visual displays, floorbooks, email, newsletters, famly app. This supported them to share important information and help parents feel connected and involved in their child's learning.

Child centred planning, assessment and tracking was in place for all children. Staff used observations and assessment to understand children's needs and interests and adjusted their approaches accordingly. Planning was flexible and responsive with meaningful observations used to inform next steps for learning. To prevent possible gaps in learning for children we discussed the importance of reviewing time frames attached to next steps for learning for children. We highlighted the necessity for staff to regularly liaise with parents on their child's journey to achieving next steps to ensure that important information was shared and taken account of.

We saw that staff had met the area for improvement recorded at the last inspection in relation to regular review of children's personal plans.

Parents told us;

"Personal plans can be discussed and amended at anytime. The app is a great way up date any changes in routine or development and staff are quick to answer with help and support and next steps"

"I am fully involved in this, updating information regularly and going through the personal plan with key workers at parents meetings".

Children are supported to achieve 5 - Very Good

Nurturing care and support

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

Nursery staff demonstrated a meaningful understanding of the nurture principles and used these in practice to deliver warm, kind and compassionate care. This supported children's wellbeing and helped to strengthen positive attachments and connections. We observed staff providing nurturing touch and reassuring cuddles, helping children to feel more relaxed. This approach fostered secure relationships that positively impacted on children's health, wellbeing, and development.

One parent told us, "The staff are welcoming, nurturing and so approachable to both children and parents".

Staff created an inclusive atmosphere where every child was safe, seen, and valued. Children experienced safe and sensitive care, guided by their wishes and parental requests, ensuring children's rights were respected. Care routines were flexible and tailored to children's individual preferences and needs. Consistent and predictable routines helped children to regulate their emotions. Transitions were managed in a gentle, child-centred way to support children to feel safe and secure. They were carefully planned to reduce anxiety, ensure continuity of learning and help children adapt to new experiences and environments. Parents were fully involved in transitions and the life of the nursery by having the opportunity to engage with the manager and key staff providing care for their children. These approaches helped children to develop confidence and self esteem.

One parent told us, "Staff create a very nurturing environment for the children which makes transitions into nursery so much easier".

Staff had recently improved the lunchtime experience for children. Children enjoyed mealtimes that were relaxed, unhurried and sociable. Staff valued the opportunity to connect with children through conversations while sitting at the table. Children were supported to develop their independence and life skills by self-selecting, and serving their snacks and meals. Meals were nutritious, culturally appropriate and reflected the 'Setting the Table' guidance. Water was available throughout the day to ensure children remained hydrated.

Children's welfare was promoted through personal planning linked to wellbeing outcomes. Each child had an up-to-date personal plan that reflected their needs, preferences, and development. Plans were developed in partnership with families and were regularly reviewed. Personal plans included strategies for supporting wellbeing, development, and learning. It was evident that staff knew and understood the needs and next steps for children.

Staff told us; "I observe the children to understand their interests, strengths, needs and current development. From this I can identify what children can do and plan ways to extend their learning".

Medication and health needs of children were identified, monitored, and managed in line with current good practice guidance. The service policy and procedure reflected recent updates in Care Inspectorate guidance.

We found relationships with families were strong, respectful, and meaningful in the nursery. The team valued their connections with families and strived to create a warm, welcoming, and inclusive environment, mindful of cultural sensitivity and accessibility. The team actively embraced opportunities to engage with families in the setting and share children's achievements.

One parent told us; "I have a great relationship with the staff. They couldn't be more helpful".

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 improve outcomes for children, quality assurance systems should be developed further to assess and improve the quality of the provision in line with best practice.

This is to ensure care and support is consistent with Health and Social Care Standards, which state, "I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes." (HSCS 4.19)

This area for improvement was made on 3 March 2025.

Action taken since then
Very good progress has been made with this area for improvement.

Previous area for improvement 2

To support children's wellbeing and development, the provider should enhance personal plans to ensure that they reflect children's needs. They should ensure that they are reviewed with parents/carers at least every six months or as children's needs change.

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 3 March 2025.

Action taken since then
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.scot.

Detailed evaluations

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Children play and learn	4 - Good
Playing, learning and developing	4 - Good

Children are supported to achieve	5 - Very Good
Nurturing care and support	5 - Very Good

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