# Milton Community Nursery
## Day Care of Children

200 Liddesdale Road
Glasgow
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Telephone: 01417 726 319

**Type of inspection:**
Unannounced

**Completed on:**
16 September 2026

**Service provided by:**
Glasgow City Council

**Service provider number:**
SP2003003390

**Service no:**
CS2003014833

## About the service

Milton Community Nursery is a day care of children service in a suburban area in the Milton area of Glasgow. The service is provided by Glasgow City Council and operates from premises within St Monica's (Milton) Campus, sharing a facility with St Monica's Primary School and Milton Library.

The service can accommodate a maximum of 87 children. 12 children zero to under two years, 75 children two years to those not yet attending primary school, of whom 20 children can be under three years. At the time of our inspection there were a total of 74 children present on the first day and 77 children present on the second day.

The accommodation consists of three large play environments and a separate space for older children's mealtimes. Older children had direct access to outdoor play areas for physical play and outdoor learning. There is changing and toilet facilities for children, office, catering, staff facilities and a reception area. The service is close to schools, transport routes, shops and community services.

## About the inspection

This was an unannounced inspection which took place on 15 and 16 September 2026. 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 with children using the service
- reviewed feedback from 25 parents and carers whose children attend the service
- reviewed feedback from 14 staff members employed in the service
- spoke with management and staff
- observed practice and staff interactions with children
- reviewed documents.

As part of our inspections, we assess core assurances. Core assurances are checks we make to ensure children are safe, the physical environment is well maintained and that a service is operating legally. At the time of this inspection, improvements were identified relating to core assurances. We have reported where improvement is necessary within the 'Leadership' section of this report.

## Key messages

- Children were happy and confident and embraced their right to play.
- Staff knew their children and families well, creating a warm and welcoming environment.
- Children's views influenced play experiences and planning, supporting engagement, independence and enjoyment in learning.
- Quality assurance and monitoring systems should be developed to support children's care and wellbeing.
- Champion roles empowered staff to lead improvements and enhance outcomes for children.

## 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 play and learn | 5 - Very Good |
| Children are supported to achieve | 4 - 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 quality indicator as good, where there were important strengths within the setting's work and some aspects which could benefit from improvement.

The service's vision, values and aims were reflected in practice and contributed to a positive environment for children. We observed the principles of nurture, fun and equality reflected in children's care, play and learning. The service had reviewed their vision, values and aims in consultation with staff. This supported staff and management to remain responsive to what the service wanted to achieve for children and how this was realised in practice.

Some quality assurance contributed to positive outcomes for children. For example, management had identified the need for opportunities for children to have free-flow access to outdoor play. Management had discussed this with staff and planned and implemented changes to better support children's choice and increased opportunities for outdoor play. Other monitoring needed to be further developed to support children's health, safety and wellbeing. This includes more robust auditing of children's medication and personal plans. For further information refer to 'Children are supported to achieve' section of the report.

The service had processes in place for recording and responding to accidents and incidents. However, we found that the number of recorded accidents and incidents effecting children was high. Staff demonstrated a commitment to children's safety through consistent recording practices. However, there was scope to strengthen oversight by ensuring a clearer distinction between accidents and incidents. There was also an opportunity to analyse in more detail the trends and patterns of accidents and incidents. Doing this could help leaders identify meaningful actions to reduce risks and improve outcomes for children. To support this, we have made an area for improvement relating to quality assurance and monitoring (see area for Improvement 1).

The service had a clear and meaningful improvement plan which identified key areas for development. Positive progress had been made across several areas, including the layout and organisation of indoor and outdoor environments and the quality of play experiences available to children. Management and staff spoke confidently about the improvements implemented. We observed that these developments had enhanced children's opportunities for play, exploration and learning, contributing to improved experiences and positive outcomes for children.

Parents, carers and staff contributed to self-evaluation. This encouraged them to share strengths and suggest areas for improvement. We saw evidence that feedback was valued, used to inform service developments and demonstrated a commitment to listening to the views of families and staff. Self-evaluation had led to positive changes including improvements to mealtimes.

Staff led on champion roles and relevant training to support improvements in children's experiences and outcomes. They spoke confidently and enthusiastically about their responsibilities, the positive changes achieved and their plans for ongoing development. This approach promoted ownership and accountability, enabling staff to lead on areas aligned to their skills and interests.

An induction programme supported new staff to develop a clear understanding of their roles and responsibilities to meet children's needs. Each new staff member was supported by staff who understood

their role in guiding the inductee. Staff told us they felt confident seeking support from their colleagues contributing to a welcoming and collaborative team culture.

### Areas for improvement

1. To ensure children's health, safety and wellbeing, the manager should develop robust quality assurance processes. This should include but not be limited to, the monitoring and oversight of accidents and incidents, medication and personal plans.

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) and 'My care and support meets my needs and is right for me' (HSCS 1.19).

## Children play and learn 5 - Very Good

**Playing, learning and developing**
We found major strengths in this aspect of the setting's work and identified very few areas for improvement, therefore we evaluated this quality indicator as very good.

Children were happy and embraced their right to play. They had very good opportunities to lead their own play and learning and demonstrated confidence and independence. This supported children's overall development and wellbeing. We observed children engaged in high quality play and learning showing high levels of engagement, wonder and joy. Children told us, "I like playing," "I've made soup for the baby", "I like playing with the cars" and "I've made a massive cupcake."

Children benefitted from access to well-resourced and stimulating environments that promoted curiosity, exploration and communication. Children were provided with a range of meaningful opportunities to develop their language, literacy and numeracy skills. For example, children used blocks to construct tall towers, exploring concepts of size, balance and weight as they added and removed blocks when structures became unstable. Children also engaged positively in story experiences, enjoying books independently, one-to-one with staff and in small groups.

Younger children actively engaged in water play, using containers to pour, fill and empty water. These experiences supported the development of early numeracy, fine motor skills and hand and eye coordination. Babies' physical development was nurtured through responsive interactions with staff. They provided encouragement and support as children practised crawling, pulling themselves to standing, and exploring movement.

Staff engaged purposefully in children's play and were responsive to their interests. They demonstrated skill in knowing when to sensitively step back and when to re-engage to extend curiosity, learning and engagement. Staff identified when additional challenge or support was needed, enabling them to respond effectively to children's individual needs. As a result, children experienced meaningful interactions that promoted their wellbeing, confidence and sense of belonging.

All children had opportunities to play and learn outdoors to support their health and wellbeing with free flow access to outdoors for older children. This supported them to make choices and follow their interests. Children benefited from visits to the forest and the community garden. The outdoor environments supported positive risk-taking and challenging play, promoting the development of confidence, resilience and problem-solving skills.

Children and staff were growing apples and plums. This provided children with a deeper understanding of where food items come from and helped to develop a positive attitude towards healthy eating. The food items were brought back into the service and used for mealtimes, play and learning.

Staff were responsible for planning learning experiences within designated areas and developing individual plans that reflected children's interests, and choices. Children were consulted about what they wished to learn, staff to ensure planning was meaningful, responsive and relevant. Planning was linked to curriculum frameworks and evaluations demonstrated children's developing skills and progress.

Digital floor books captured children's experiences and participation. Further opportunities existed to strengthen these by making clearer links to the skills and learning being developed.

Online learning journals and individual plans provided parents with information about children's learning, development and achievements. This supported continuity between home and the setting. Observations evidenced children's progress and informed appropriate next steps in learning. Children's views and voices were captured, helping to ensure they were listened to and actively involved in their learning journey.

## Children are supported to achieve — 4 - Good

**Nurturing, care and support**

We evaluated this quality indicator as good, where there were important strengths within the setting's work and some aspects which could benefit from improvement.

Children experienced care, play and learning delivered with warmth, kindness and compassion. Staff were nurturing and responsive, supporting children to feel safe and secure resulting in positive, trusting relationships.

Children were settled and confident in their environments and had developed friendships which supported their growth and development. Parents told us, 'Lovely staff who genuinely care for all the children, warm and calming atmosphere where the kids have lots of fun and are supported throughout their younger years. The best nursery I could ask for, for my child' and 'Work well to provide my children with a safe nurturing environment and staff very approachable when you need to speak to them.'

Home visits supported the development of positive relationships with families and supported staff to gain a deeper understanding of children's individual needs prior to their start date. This information was used to plan transition arrangements that responded to the needs of each child and family. As a result, children experienced a more personalised and supportive transition into the setting, supporting them to feel secure and settled.

A rolling lunchtime experience supported children's play to come to a natural end before choosing to have lunch. Lunch was a relaxed, unhurried and sociable experience, with staff sitting alongside children supporting a safe, nurturing and inclusive environment. Older children enjoyed opportunities to sit with siblings and friends, engaging in meaningful conversations with children and staff. Children were supported to make choices, develop independence and take responsibility through serving food, selecting items and clearing away used dishes. This promoted children's health, wellbeing, independence and positive social experiences at mealtimes.

Staff demonstrated a good understanding of children's health needs, which helped ensure children received

care and support that was responsive to their individual requirements. Medication was clearly labelled and stored safely, supporting their health and wellbeing. Healthcare plans could be further strengthened by including more detailed information about how to respond to medical emergencies. Medication administration records should also confirm that parents have administered the first dose of medication. The inclusion of this information would further support children's safety and wellbeing.

Overall, medication records supported staff to administer medication safely to children. However, some gaps in the documentation had the potential to affect staff's understanding of the information required for safe administration. For example, dosage details were missing from an administration form. We discussed with management the benefits of auditing medication records more closely to ensure children's safety and wellbeing. We refer to this further under quality indicator 'leadership and management of staff and resources.'

Personal plans were in place for children and had been developed in partnership with parents and carers. Plans were reviewed regularly contributing to them remaining current and supported staff to respond to children's individual needs. Plans could be strengthened further by including clearer goals and targets with information about the strategies and support staff would use to enable children's progress and development.

## 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**

The manager should ensure that infection prevention and control measures are being implemented effectively. They should continue to liaise with the cleaning contractor to ensure cleaning schedules are based on good practice guidance and carried out when needed. This will help reduce the potential risk of infection to people using the service.

This is to ensure care and support is consistent with the Health and Social Care Standards which state that: "I experience an environment that is well looked after with clean, tidy and well maintained premises, furnishings and equipment" (HSCS 5.22) and "I experience high quality care and support based on relevant evidence, guidance and best practice" (HSCS 4.11).

**This area for improvement was made on 16 April 2021.**

**Action taken since then**

The environment was clean supporting children's health and wellbeing. Effective hand hygiene practices were observed, with children and staff washing their hands.

The area for improvement had 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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|---|---|
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| Children are supported to achieve | 4 - Good |
|---|---|
| Nurturing care and support | 4 - Good |

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