Molendinar Family L C
Day Care of Children

84 Craighead Avenue
Blackhill
Glasgow
G33 1LH

Telephone: 01417 707 692

Type of inspection:
Unannounced

Completed on:
4 June 2026

Service provided by:
Glasgow City Council

Service provider number:
SP2003003390

Service no:
CS2003014834

About the service

Molendinar Family Learning Centre provides a daycare of children's service to 121 children aged from birth to those not yet attending primary school. Children are cared for in rooms appropriate to their age and stage of development.

The service, which operates 52 weeks a year is based in Blackhill, Glasgow, close to public transport links, shops, schools and other nurseries. The service is provided by Glasgow City Council.

About the inspection

This was an unannounced inspection which took place on 2 and 3 June 2026. The inspection was carried out by two inspectors from the Care Inspectorate. There were 43 children present on the first day of our inspection, and 47 on the second day. To prepare for the inspection we reviewed information about this service. This included, registration information, information submitted by the service and intelligence. In making our evaluations of the service we:

- spoke with children using the service
- received electronic feedback from 10 families whose children attended the service
- received electronic feedback from five staff who worked in the service
- spoke with staff and management
- observed practice and daily life
- 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, no improvements were identified relating to core assurances.

Key messages

- Effective staff support and strong quality assurance processes led to consistent practice, improved staff skills and safer, high-quality outcomes for children.
- High-quality, responsive play experiences and skilled staff interactions supported children to develop confidence, creativity, and early skills in numeracy, language, and science.
- Effective planning and reflective practice, informed by children's interests and professional learning, improved engagement, supported emotional wellbeing, and enhanced overall learning outcomes.
- Warm, responsive care and strong staff knowledge of individual needs supported children to feel secure, confident, and well understood, including those with additional communication needs.
- Effective partnership working, inclusive practice, and well-organised routines enhanced children's independence, wellbeing, and positive experiences throughout the day.

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	5 - Very Good
Children play and learn	5 - Very 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 5 - Very Good

Quality indicator: Leadership and management of staff and resources

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.

The service had developed its vision, values and aims in consultation with staff, children and families. This gave everyone the opportunity to state what was important to them and what they wanted from the service. Their views had been discussed at staff meetings and used to create a shared set of values, which were displayed in the foyer for parents, visitors, staff and children. These represented how the service cared for and nurtured children and supported a positive, inclusive environment.

The service had experienced a number of staff changes due to transfers and promotions. Although this had caused concern for some parents, we observed a staff team who were safely deployed, knew children well and were responsive to their needs. This supported children to feel secure, settled and well cared for.

New and existing staff spoke positively about the support they received. Some of their comments included "When I came I received a full and detailed induction on the setting and everything I needed to know from The Head of centre, I was provided with opportunity to ask any questions and for the first few weeks as I settled the management team couldn't have been any more helpful in providing me with assistance when I required it" and "They made the process so much more easier for me by being so supportive and installing in me the self belief and confidence to fulfil my job role." Clear systems were in place, staff had been provided with key policies and guidance at the start of their role, followed by a national induction once they had settled. New staff had also been supported by a mentor, helping them to feel confident and included. Supply staff told us they felt part of the team. This supported consistent practice and positive outcomes for children.

Quality assurance and monitoring processes had been effective and had improved outcomes for children. Regular auditing of accidents had helped staff to clearly identify patterns and take action to reduce risks, contributing to a safer environment. Monitoring and observation of staff practice had supported the identification of training needs, helping to improve staff skills and the quality of care provided. Continuous auditing and monitoring of the environment had supported children to explore safely and be curious in their play and learning.

Self-evaluation processes were strong. Staff were fully involved and reflective about their practice. Identified areas for development in areas such as connections with families had led to improvements in family engagement, including better communication and opportunities for involvement. This helped families to feel more informed and connected to their child's care and learning.

Children play and learn 5 - Very Good

Quality indicator: 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 experienced high-quality play and learning opportunities that were responsive to their interests and supported by thoughtful planning processes. Staff demonstrated a clear focus on using children's voice and observations to inform environments and experiences.

Children were engaged in a wide range of play experiences. They accessed well-resourced areas including water play, sand, construction, creative arts, and sensory materials. Resources were easily accessible and of high quality, supporting children to make independent choices and lead their own learning. Loose parts and open-ended materials encouraged creativity, exploration, and problem-solving. Families who provided feedback commented positively about the types of experiences and opportunities their child had at the setting. Some of their comments included "There are lots of resources in the nursery for him to experience all sorts of play and learning. He also has a lot of outdoor play which I love as I like my children to be outdoors a lot" and "My child loves attending the nursery and I am impressed with the learning based play that happens. My child is developing very well and is ahead of their age in terms of communication and numeracy in particular. I put a lot of this down to the experiences they are receiving at the nursery".

Children demonstrated sustained concentration and engagement, particularly during construction play. They showed developing problem-solving skills as they selected and combined materials. Staff supported this effectively through skilled interactions, introducing mathematical language such as size, length, and measurement. As a result, children were developing early numeracy skills in meaningful contexts.

Staff interactions extended children's learning through questioning and discussion. During water play, children explored concepts such as volume, sinking, and floating. Staff encouraged children to predict outcomes and reflect on their actions, supporting early scientific thinking. Language development was consistently supported through modelling, repetition, and open-ended questioning.

In the baby room, children accessed sensory-rich experiences that promoted curiosity and exploration. Story-based provocations supported early literacy and imagination. Staff extended learning through storytelling, digital resources, and descriptive language. The environment supported both active exploration and quiet, calming experiences, enabling children to regulate and feel secure.

Planning approaches were responsive and informed by children's interests. Staff gathered children's ideas through mind maps and used these to shape experiences. Responsive planning was recorded digitally and linked to individual learning. Learning walls reflected children's interests and evolving experiences, helping to make learning visible.

Regular reflection meetings supported continuous improvement in play and learning. Staff used a reflection book to share observations of learning environments, children's interests, and individual progress. This collaborative approach ensured that future provocations and experiences were informed by children's needs and emerging interests.

Professional learning had a positive impact on play and learning experiences. Staff applied training in areas such as phonological awareness and nurture to enhance their practice. This resulted in improved attention to how environments supported children's emotional regulation.

Children are supported to achieve — 5 - Very Good

Quality indicator: Nurturing care and support

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.

Staff demonstrated a strong knowledge of children's individual needs, preferences, and routines. This was evident in the respectful and responsive way they interacted with children throughout the day. As a result, children were settled, secure, and confident in their relationships with staff. Families who provided feedback commented positively about the relationships they and their children had with the staff team. Some of their comments included "My child is very shy but the staff are amazing with them and they know how to help my child settle well and my child is very happy with the ladies in their room" and "I get on very well with the staff they are highly professional but also caring as a friend to me like they see us as a big family at the nursery".

Children experienced warm, responsive, and nurturing care which supported their wellbeing, safety, and emotional security. Staff consistently respected children's choices and autonomy. When children were engaged in play, staff responded flexibly to their readiness for care routines such as nappy changing, allowing children time to finish their play. This resulted in more positive and cooperative experiences and supported children to feel respected and secure.

Where children faced barriers in their communication, staff were attuned to their individual methods of non-verbal communication. Staff used strategies such as objects of reference to support children's understanding and expression. There was also evidence of the use of Makaton signs within playrooms, helping to further support inclusive communication. As a result, children were able to express their needs and preferences and felt understood by those caring for them.

Staff interactions were gentle, attentive, and reassuring. When children became unsettled, staff offered comfort and reassurance, which supported them to regulate their emotions. Positive language and praise were used consistently, helping children to feel valued and confident.

Personal plans contained information that clearly outlined each child's needs, preferences and interests. They were developed and updated through a collaborative process involving families and relevant professionals, ensuring they were consistently accurate, meaningful and responsive to children's changing needs.

The lunchtime experience was calm, well-organised, and inclusive, supporting children's independence and wellbeing. Children were warmly welcomed into the bistro, where they confidently followed established routines. They washed their hands independently using low-level stations and selected where they wished to sit, promoting choice and autonomy. The environment was attractively prepared, with tables set using tablecloths and utensils, and food presented in a way that allowed children to see and choose from available options.

Children were supported to serve themselves, with staff offering assistance where needed, such as pouring soup or cutting food. The pace of the meal was relaxed and unrushed, enabling children to enjoy social interactions. Staff sat with children and engaged in meaningful conversations, contributing to a positive and sociable atmosphere. Children chatted about their experiences and interests, demonstrating confidence in communication. Staff remained attentive, offering encouragement and support throughout.

Children with additional health or dietary needs were well supported through clear, consistent processes. Staff demonstrated awareness of individual requirements and worked closely with families and other professionals to ensure appropriate care. Children were supported in a respectful and reassuring way, enabling them to feel comfortable and included during mealtimes. Children with specific food preferences or sensory needs were also supported effectively. Individual arrangements were in place where required, enabling children to have a positive mealtime experience. Staff were flexible and responsive, adapting approaches to meet children's needs.

The team worked collaboratively to ensure smooth transitions and continuity of care during mealtimes. Staff communicated effectively, adjusted roles as needed, and maintained appropriate supervision. The rolling lunch arrangement supported a calm flow between the playroom and dining area.

Strong partnerships with families and other professionals supported children's individual needs. Information was shared appropriately, and children benefitted from coordinated support where required. Transition arrangements were carefully planned, helping children to feel secure and supported when moving between rooms.

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 provider should ensure that maintenance issues are addressed promptly to support children's safety and access to high-quality outdoor experiences. This should include but is not limited to repairing the tarmac in the playground and installing safety hooks to doors.

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 5.17)

This area for improvement was made on 2 October 2025.

Action taken since then

The service had taken steps to address maintenance issues promptly to support children's safety and outdoor experiences. The janitor had responsibility for maintenance, including recording and overseeing repairs. Maintenance records were sampled and were found to be up to date, with current issues clearly recorded and being acted upon. These included hogweed identified in the rear garden and a cylinder overflow on the roof, which was being assessed by a tradesman during the visit. Previous issues such as playground tarmac repairs and the installation of safety door hooks had been addressed.

We have therefore concluded that this area for improvement had been met.

Previous area for improvement 2

To ensure that children's health and wellbeing is promoted the manager and staff should ensure all accidents are reviewed thoroughly and that clear actions are recorded and implemented to reduce the risk of recurrence.

This should include but is not limited to identifying patterns, updating risk assessments, and improving staff supervision. This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: "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 2 October 2025.

Action taken since then

To ensure that children's health and wellbeing was promoted, the manager and staff had strengthened how accidents were reviewed, recorded, and monitored. Systems for auditing had been improved, allowing patterns to be identified and discussed with staff.

Actions had been taken to raise awareness of safety and support safer play, including involving children and reinforcing safety expectations. Staff had received guidance on completing more detailed accident records, and audits had been carried out regularly to identify risks and support improvements in supervision and practice.

We have therefore concluded that this 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.com.

Detailed evaluations

Leadership	5 - Very Good
Leadership and management of staff and resources	5 - Very Good

Children play and learn	5 - Very Good
Playing, learning and developing	5 - Very Good

Children are supported to achieve	5 - Very Good
Nurturing care and support	5 - Very 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 cànain eile ma nithear iarrtas.

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.