Cloverbank Nursery School
Day Care of Children

193 Moraine Avenue
Glasgow
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Telephone: 01419 448 678

Type of inspection:
Unannounced

Completed on:
3 September 2025

Service provided by:
Glasgow City Council

Service provider number:
SP2003003390

Service no:
CS2003014867

About the service

Cloverbank Nursery School is a day care of children service in the north west of Glasgow. The service is provided by Glasgow City council and is registered to provide a care service to 70 children aged three years to those not yet attending primary school. On the day of inspection 31 children were in attendance.

Children have access to a large playroom that is partitioned into several smaller spaces, a separate dining area, snug/quiet room and a large, secure garden. The service is located close to local amenities such as, shops, parks and schools.

About the inspection

This was an unannounced inspection which took place on 2 and 3 September 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 children using the service
- spoke with staff and management
- observed practice and daily life
- reviewed documents
- received electronic feedback from eight parents/carers

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 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

- Children were nurtured, deeply engaged in quality experiences and having fun.
- Staff knew children well and responded to their individual needs with kindness and respect.
- Rich family engagement opportunities supported strong relationships with children and their families.
- Children were cared for in an environment that was welcoming, homely, cosy and stimulating.
- Management and staff should continue with their improvement plans to achieve their vision of free flow outdoor play.
- Management and staff were committed to ensuring they were a highly skilled and confident team, that worked well together to deliver positive 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

How good is our care, play and learning?	5 - Very Good
How good is our setting?	5 - Very Good
How good is our leadership?	5 - Very Good
How good is our staff team?	5 - Very Good

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

How good is our care, play and learning? 5 - Very Good

We evaluated this key question as very good, where significant strengths supported positive outcomes for children.

Quality indicator 1.1: Nurturing care and support

Children were supported with caring, nurturing and respectful interactions that supported their overall wellbeing. Children received cuddles, reassurance and care from staff that knew them well. This fostered strong attachments between staff and children. This helped children feel safe, respected and loved. All parents agreed they were very happy with the care and support their child received. One parent commented, "The keyworker is wonderful, kind, caring and makes my child feel special and welcome each time they attend. They have a strong bond and I know they are safe with them."

Children and families were at the heart of the service. Staff took time to get to know children and their families well, promoting positive relationships. This was enhanced through meaningful approaches which included stay and play sessions, sensitive transitions for children, parents spending time in the family room and daily interactions. Parents valued their relationships with staff. Some comments included, "The staff welcomed not only my [child], but my family everyday with open arms" and "They make us feel at home and have built a good rapport with us." This supported parents to feel valued and contributed to trusting relationships between them and staff.

Children enjoyed mealtimes that were relaxed and unhurried in a dedicated space known as the Snowdrop Tearoom. Soft lighting, table covers, napkins and name cards contributed to an attractive and inviting space. Since the previous inspection staff had made improvements to mealtimes to promote children's independence skills. This included, self-serving food, pouring drinks and tidying away their dishes. Staff sat alongside children to ensure they were safe whilst eating and engaged children in social chats. We observed children having fun and giggling as they told jokes with the catering staff. This made mealtimes an enjoyable and sociable experience for children.

Personal plans had been reviewed and recently updated to gather more detailed information to support children's needs. We suggested new plans would benefit from retaining the children's questions section from old plans. This would provide children with opportunities to share their views and contribute to their plan. New plans contained important information that supported staff to meet children's needs. For example, how children communicated, likes, dislikes and dietary needs. Plans were regularly updated in collaboration with parents and carers to reflect progress in children's development and changes in their lives. This helped ensure children received support that was right for them.

Children with medical needs were well supported within the service. Systems were in place that supported safe storage and administration of medication. Medication was administered safely and in line with children's needs. This helped ensure children's health needs were met. We suggested keeping all medication forms alongside medication would ensure all staff have the information they need should an emergency situation arise.

Staff were confident in policies and procedures for safeguarding and protecting children. They were familiar with paperwork to be completed and how to refer to the relevant agency of necessary. Annual child

protection training helped refresh staff's knowledge and kept them up to date with most current procedures. This helped to keep children safe and protected.

Quality indicator 1.3: Play and learning

Children were having fun and deeply engaged in a variety of experiences. They had opportunities to lead their own play and learning, which impacted on their development and wellbeing. Staff joined in with play and were responsive to children's interests. They were skilful in knowing when to step back from play and join in again to spark children's interests. For example, children had been digging in the sand pit and were having conversations with the adult about treasure. The adult hid shiny and silver resources and encouraged the children to go on a treasure hunt. This captured children's imagination and they squealed with excitement as they discovered the hidden treasure.

We saw children had access to a range of resources, which promoted their curiosity, imagination and problem solving skills. This included a tinker area with natural resources and an imaginative area filled with resources and natural materials based on the story Owl Babies. Play opportunities supported children's development of literacy and numeracy. For example, children were excited to find items around the garden and bring them back to scales they had created by hanging buckets on tree branches. Children's knowledge and understanding of mathematical concepts was supported through the adult using language such as heavy, light, big, small, full and empty.

Children made good use of all the space in the outdoor area. Staff had used 'loose parts' materials such as, crates, logs and planks of wood to create opportunities for active, risky and challenging play, and to extend the range of experiences available to children for their play and learning. Parents and children were positive about learning opportunities outdoors. Some of their comments include:

"I was running outside and chasing my friends. I like it."

"I love the tyre swing. I was up high, really, really high"

"The best part of my child's day's are outside. The garden space is large and varied. Lots of exploring in all weather which they love"

"My child plays outside everyday. They are involved in playground games, tree climbing and forest school activities."

Planning approaches had been reviewed and updated. We found improvements had been made to ensure children experienced a balance of intentional and spontaneous learning opportunities. Staff used observations, information from parents and what children said to plan experiences. This ensured learning was meaningful for children and based on their interests and stage of development. This was further enhanced through staff responding to children's interests and facilitating their play choices throughout the day. Staff skilfully engaged with children using a balance of comments and questions, such as, 'what if' and 'I wonder'. This encouraged children's problem solving skills and sustained interest in their learning. As a result children were deeply engaged in play for prolonged periods of time. Floor books were used to record children's voice and experiences and allowed them to revisit their learning.

Children's play and learning was enhanced through a range of family engagement opportunities. This included stay and play sessions, home link bags and play ideas at home leaflets. This encouraged parents and children to play and have fun together and meant parents were meaningfully involved in their children's play, learning and development.

How good is our setting? 5 - Very Good

We evaluated this key question as very good, where significant strengths supported positive outcomes for children.

Quality indicator 2.2: Children experience high quality facilities

Children were cared for in an environment that was well furnished, stimulating and inviting. The cloakroom area displayed photographs and information about staff which supported a welcoming environment. Children had access to their own space to keep their personal items, which sent the message they mattered. Environments were enhanced with fairy lights, attractive displays and soft furnishings to create a homely feel. One parent commented, "The nursery feels like a very nurturing and calm environment."

Careful consideration had been given to the layout of areas and playrooms were furnished to a high standard. Children were confidently moving between the various indoor playroom spaces. Toys and resources including lots of natural materials were easily accessible and organised to promote curiosity. This promoted children's choice and supported their interests for play and learning. Children's wellbeing and emotional regulation was supported through lots of little cosy spaces throughout the environment. This was further enhanced with access to a 'snug' room where children could have quiet time on their own with resources that supported their sensory needs. Leaders and staff told us the environment positively contributed to a calm atmosphere. We agreed and observed children to be relaxed, calm and deeply engaged in play.

Children had access to a large, secure outdoor space with mature trees, allotments and a sensory garden. This offered lots of opportunities for exploring the natural environment and contributed to children's wellbeing. Staff told us they used the Care Inspectorate's keeping children safe (SIMOA) guidance at staff meetings to continuously discuss and reflect together on children's safety. Staff used their knowledge to implement safe and effective systems outdoors to ensure that children were accounted for at all times. This included keeping an outdoor register, staff moving intuitively throughout the space to support children, and good communication between staff about children's movements. This ensured children were well supervised and contributed to their safety.

Risk assessments supported the safety, health and wellbeing of children, and included daily assessment of the indoor and outdoor environments. Staff recorded any potential risks and hazards and as a team used this information to implement changes to the environment. In addition to this staff continuously assessed and responded to any potential risks throughout the course of the day and included children in this process. This helped to safeguard children and protect them from potential harm or injury. One staff member commented, "I am confident our setting is safe, secure and well maintained. Regular risk assessments, daily safety checks and thorough cleaning routines ensure a high standard of care. The environment is welcoming and organised, allowing children to explore and learn safely."

How good is our leadership? 5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

Quality indicator 3.1: Quality assurance and improvement are led well

Leaders were friendly, approachable and engaged well with the inspection process. They were receptive to feedback and willing to make improvements to ensure positive outcomes for children and families. Staff

told us they found the management team to be supportive and approachable. One staff member commented, "Times have been challenging over previous months. However, I do feel my health and wellbeing was supported and my voice was heard." This helped staff feel supported and remain motivated to provide care to children and their families.

Children and families experienced a welcoming, warm and inclusive environment. Leaders, staff, children and parents had created a shared vision of what was important to them. The vision, values and aims of the service were embedded in practice and reflective of children's experiences. The core values of nurture, inclusion and family engagement created a nurturing and respectful learning environment which valued children as individuals.

Leaders understood the importance of involving staff, children and families in self- evaluation. Staff had regular opportunities to meet and use national frameworks to reflect on practice and identify areas for service improvement. Established methods of communication, such as, newsletters, surveys and parent feedback supported families to be included in evaluating aspects of the service and driving improvement. Children's views were being captured through planning, voting systems and daily conversations. We suggested this could be further enhanced through documenting children's voice and actions taken. This would help children see how their voice affected change within the setting.

We found information gathered from consultation and self- evaluation was used to inform meaningful priorities in the service improvement plan. Staff were encouraged to take on leadership roles to develop parts of the plan in daily practice. We observed some evidence of progress being made within the plan. For example, some improvements had been made to facilitate children's choice and opportunities for outdoor play. Leaders and staff were committed and spoke passionately about their future plans to provide children with free flow access outdoors. We agreed this would positively impact children's play, learning and wellbeing and encouraged the service to continue with plans to help them achieve their vision.

Robust monitoring and auditing took place as part of quality assurance processes. This included audits for personal plans, medication and accidents. This was having a positive impact on outcomes for children. For example, accident audits had highlighted children were at increased risk of falling when running from the grass to the concrete area outdoors. This had led to changes to the layout of resources on the concrete area. As a result the potential risk of children being harmed had been reduced.

How good is our staff team? 5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

Quality indicator 4.3: Staff deployment

There had been recent changes in staff and management within the last year. A supportive buddy system had been implemented which had fostered good relationships across the team. One staff member told us, " New staff are supported by all members of the team. However, over and above this, all staff members have a buddy for support and management have an open door policy for support, advice and guidance." This meant staff worked well together, to ensure a positive ethos within the setting and children experienced quality outcomes .

Leaders understood the importance of deploying staff well across the day to meet children's needs. Children's safety and wellbeing featured strongly in deployment plans. Additional staff were in place to

cover vacancies and children's pattern of attendance meant numbers of children attending each day were lower than the registered spaces. Staff acknowledged the positive impact this had, and told us, "We've now returned to full staffing levels. With the team back in place, we are able to give the attention and support the children need. Providing responsive and individualised care."

Children were cared for by a nurturing, caring and dedicated staff team, that were focussed on their needs. 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 attachments with children and trusting relationships with families. Parents valued the care their children received and commented positively about this. Some comments included:

"It's a fantastic nursery and the staff are compassionate, supportive and genuinely care for the children."

"This is a fantastic nursery! It always seems to be a happy nurturing place. [My child] has made great relationships with staff and peers, helping their confidence grow."

Relationships with children and families were at the heart of the service. We saw families being warmly welcomed into the setting. Staff took time to chat with parents and tell them about their child's day. A family room was available where parents could spend time with each other and support their children during times of transition. This helped families feel valued and respected and supported staff to provide care that reflected children and families individual needs.

Staff development was actively encouraged within the service. Appraisals were in place that had identified staff's strengths and areas for development. This had informed learning opportunities to support staff in their individual continuous professional development. Staff had attended training to support them in their role and enable them to meet children's needs. This included training on nurturing my potential, inclusion and trauma informed practice. The team had achieved a language and communication friendly environment award. Staff used the knowledge and skills they had learned to successfully embed the approach in practice. This empowered all children to make their needs and wants known and sent the message they mattered. Parents commented positively about this and shared with us, "Love that they use Makaton. All children should be able to communicate."

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?	5 - Very Good
1.1 Nurturing care and support	5 - Very Good
1.3 Play and learning	5 - Very Good

How good is our setting?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very Good

How good is our leadership?	5 - Very Good
3.1 Quality assurance and improvement are led well	5 - Very Good

How good is our staff team?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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