Jimmy Dunnachie F L C
Day Care of Children

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Type of inspection:
Unannounced

Completed on:
10 June 2026

Service provided by:
Glasgow City Council

Service provider number:
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Service no:
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About the service

Jimmy Dunnachie Family Learning Centre is a day care of children service in a suburban area of Glasgow. The service is provided by Glasgow City Council and operates from premises within Ashpark Primary School Campus in Arden.

The service can accommodate 126 children not yet attending primary school at any one time. This includes no more than 24 children are aged under two years, no more than 35 children are aged two years to under three years and no more than 67 children are aged three years to those not yet attending primary school full time. The outdoor space has been taken into account when agreeing the maximum number of children aged three years to not yet attending primary school. Children must have access to the outdoor space at all times. At the time of our inspection there were a total of 87 children present on the first day and 92 children present on the second day.

The accommodation consists of four playrooms and a nurture room. Outdoor play spaces are accessible from playrooms and the Willow Garden is an additional large outdoor play space. There is changing and toilet facilities for children and office, catering and staff facilities. The service is close to schools, transport routes, shops and community services.

About the inspection

This was an unannounced inspection, which took place on 9 and 10 June 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 registration information, information submitted by the service and intelligence gathered since registration of the service.

In making our evaluations of the service we:

- spoke with children using the service
- reviewed feedback from 18 parents and carers whose children attend the service
- reviewed feedback from 12 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, no improvements were identified relating to core assurances.

Key messages

- Children were happy, settled and confident, with friendships supporting children's wellbeing.
- Children's views informed planning for play and learning, promoting high engagement.
- Management demonstrated a clear commitment to continuous improvement and positive outcomes for children and their families.
- A skilled and experienced staff team enhanced the quality of children's care and learning.
- We identified improvements to staff deployment during children's mealtimes to further support a safe, consistent and positive experience.
- Outdoor play was well embedded, supporting children's health, physical development and enjoyment.
- We identified improvements that would minimise infection risks for children's health and wellbeing.
- Partnership with families and strong transition arrangements supported continuity of care and belonging.

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	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 4 - Good

We evaluated this heading as good were several strengths impacted positively on outcomes for children and clearly outweighed the areas for improvement.

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's vision, values and aims were reflected in practice, supporting a positive, nurturing and inclusive environment for children. Children were happy and having fun. Staff provided a safe environment and had positive relationships with children. The service were reviewing their vision, values and aims in consultation with children, families and staff. This has the potential to further strengthen a sense of belonging and ownership and supports the service to remain responsive to the needs and aspirations of children and families attending.

Management demonstrated a clear commitment to improvement, actively involving and valuing the contributions of families. Parents told us, 'The service offers good amounts of surveys and notice boards for suggestions when updating areas or spaces for parents and children contributing' and 'I am consulted regularly and have access to the new learning journal which shared the newsletters and invites as well as invites feedback.'

Staff confirmed they were supported to engage in self-evaluation, with their views listened to and valued. Self-evaluation processes identified strengths and areas for improvement, leading to agreed and targeted improvement actions to enhance outcomes for children. The manager demonstrated strong leadership in driving change. This included improvements in planning processes for children's play and learning, play environments, personal plans and extended opportunities for outdoor play and learning within the services 'Willow Garden'.

Children were being consulted, and their thoughts and feelings were considered in relation to their play experiences. This was particularly evident within curricular plans where children helped plan play experiences that met their interests. We discussed with management opportunities to extend this further by embedding children's voices across other aspects of the service. This will better support children's rights and strengthen their involvement in shaping their nursery experience.

Management carried out audits across a range of areas to include medication, accidents and incidents and personal plans. This enabled the service to identify strengths and areas for improvement, supporting ongoing development and improved outcomes for children. Monitoring of staff practice also enabled management to identify strengths and areas for improvement, with evidence that targeted actions were being progressed to enhance outcomes for children and their families.

Child protection procedures were in place and management and staff had completed child protection training. They were aware of their responsibility to safeguard children in their care and had the ability to recognise when children and families needed support. Child protection records showed that lead safeguarding staff followed appropriate guidance and procedures.

Each new staff member was supported by a mentor who understood their role in guiding the inductee. An

induction programme was in place to support new staff to develop a clear understanding of their roles, responsibilities and effective ways of working to meet children's needs.

Quality indicator: Staff skills, knowledge, values and deployment
We evaluated this quality indicator as good were several strengths impacted positively on outcomes for children and clearly outweighed the areas for improvement.

All staff were supported to develop their skills and knowledge and accessed professional learning. Training was having a positive impact, with staff applying their learning to improve practice. This included the development of a nurture space, enhanced experiences within outdoor play environments and approaches to support children's phonological awareness. This contributed to improved outcomes for children.

The staff team provided a wide range of skills and experience to the service. Parents told us, 'The staff are always busy with the children and have lovely activities / welcoming areas set up. Children are always eager to explore at entry and often have nice sized groups at activity's' and 'The staff are all friendly and caring towards the children.'

Staff were deployed based on their individual skills and experience, contributing to a diverse range of expertise across different environments within the service. We identified opportunities to further strengthen staff deployment during mealtimes. For example, by enabling staff to sit and engage with older children throughout the experience to promote a safe and sociable experience.

We observed a younger child was moved to another playroom for lunch to maintain minimum ratio's during staff breaks, despite there being enough staff in the service overall to provide care. The deployment of staff could be further strengthened to support younger children to remain within their playroom environment during mealtimes. We discussed this with the manager and we were confident this would be taken forward.

At our previous inspection we made an area for improvement to review staff deployment to support the services current registration children must access the outdoor space at all times. We observed improvements had been made. Management had reviewed staffing levels and deployed staff to support use of the registered 'Willow Garden' space. For further information refer to 'Outstanding areas for improvements' section of the report.

Procedures were in place to account for children. Staff updated numbers of children and their whereabouts as they changed throughout the day, contributing to the safety of children. We observed examples of communication and team working taking place. Staff informed each other when leaving a space or attending to a child's need. This supported children's safety and wellbeing. Key working arrangements supported continuity of care, contributing to children's safety and overall wellbeing.

Staff undertook champion roles to support improvements to experiences and outcomes for children. They demonstrated confidence and enthusiasm in describing their responsibilities, the improvements achieved and plans for ongoing development. This approach supported staff to be responsible and accountable aligned to their individual skills and interests.

Staff wellbeing was prioritised within the service. A wellbeing champion role supported staff morale, team working and overall wellbeing, contributing to a positive and supportive working environment.

Team meetings took place with information being shared and discussions to include updates to children's needs, staff training and developments of the service. This supported opportunities for good communication across the team.

Children thrive and develop in quality spaces 4 - Good

Quality indicator: Children experience high quality spaces
We evaluated this quality indicator as good were several strengths impacted positively on outcomes for children and clearly outweighed the areas for improvement.

Children were cared for in an environment that was bright and welcoming. The playrooms were furnished to a high standard and included natural resources which helped create calm and relaxing environments that promoted children's wellbeing.

Indoor and outdoor environments were safe and secure for children and the service was well maintained to protect children from harm. One parent told us, 'I am confident that my child is cared for in a safe, secure, and well-maintained environment. The setting appears clean, organised, and suitable for children, which gives me reassurance about their wellbeing.'

Toys and resources were well organised and accessible, supporting children's choice, curiosity and engagement. The environment offered ample space for children to play independently or in groups, with cosy areas available for rest and relaxation. This supported children's health and well-being. Children were able to access experiences that reflected their interests and preferences.

Children had regular opportunities to play and learn outdoors. All rooms had direct access to an outdoor space. Access to fresh air and outdoor play supported children's health and wellbeing, contributing positively to their physical development and enjoyment. Staff provided free flow opportunities for older children that reflected children's choices and preferences for play.

Children from the three to five room had regular access to the service's outdoor registered space, 'Willow Garden'. This supported physical development through opportunities for challenge and risky play, including balancing, climbing and running. Children and staff were also growing vegetables, helping children develop an understanding of where food comes from and promoting positive attitudes to healthy eating. One parent told us, 'The outdoor space is great, my child gets to play in the sand and do gardening. The nursery offers all aspects of indoor and outdoor activities.'

We discussed with management how continued developments could include the addition of sheltered spaces to support children's health and wellbeing in most weathers, as well as the provision of space and resources for mealtimes outdoors. Management had already identified this and demonstrated a clear commitment to progressing these improvements.

Many infection control practices promoted a safe environment for children. For example, environments were clean, tables were cleaned between mealtimes and servings and children and staff washed their hands before meals. Hand hygiene could be strengthened by ensuring children also wash their hands after mealtimes and staff consistently wash their hands after wiping children's noses to reduce the risk of cross infection.

Children's play and learning was extended through visits within the local community. This included, going to the shop. These experiences help children to gain confidence and to develop a sense of belonging within their local community.

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 confidently embraced their right to play, leading their own learning with independence and enthusiasm. They were highly engaged in a range of high-quality play experiences for sustained periods, demonstrating curiosity, enjoyment and excitement, which supported their overall development and wellbeing. Children told us, "I like playing with my friends," "I enjoy the willow when the weather is good," "I like painting."

Older children had opportunities to develop their numeracy skills and an understanding of healthy and unhealthy foods when playing a game. This had the potential to support children to make informed choices and lifelong healthy habits. Children explored the life cycle of caterpillars, supporting their language, literacy, curiosity skills and understanding of the natural world.

Younger children were supported to develop their fine motor, problem-solving and early numeracy skills as they used blocks to build towers. Staff engaged children in discussion about size and shape, helping to develop their understanding of concepts such as big and small and to recognise different shapes.

Babies were provided with opportunities to support their sensory and language development through song and story time, as well as through exploratory water play. They were observed to enjoy splashing in the water, demonstrating curiosity and engagement.

Children engaged in a range of active experiences outdoors including football and more challenging play. They demonstrated confidence and physical coordination as they used equipment to create obstacle courses and a water slide, embracing elements of risk and challenge.

High-quality interactions were evident, with children confidently approaching staff and engaging in meaningful conversations. Staff showed genuine interest in what the children had to say, actively listened and responded in ways that affirmed the children's thoughts and feelings. Staff demonstrated skill in knowing when to step back and when to join in, supporting balancing children's freedom with appropriate support. This enabled staff to respond meaningfully to children's needs and wishes, promoting their wellbeing and sense of belonging.

Staff responded positively to children's emerging interests, extending learning in meaningful ways. For example, children's interest in making pizzas was developed further through a visit to a shop to buy ingredients, followed by preparing and making pizzas within the nursery.

Developments had been made to planning for children's play and learning. Staff planned experiences within designated play areas, ensuring a clear sense of responsibility and consistency in children's learning. Children were consulted in planning. This resulted in experiences that reflected their interests and promoted high levels of engagement, with children confidently exploring and developing their own ideas. Staff were using a curriculum framework, supported by development trackers, to monitor and record children's development and progress. This enabled staff to identify and support sustained progress in children's play, learning and development.

Families received information about their child's care, play and learning through an online platform. This supported learning to continue at home. Regular observations clearly evidenced children's skills, learning and progress. Management had plans to introduce the recording of next steps within observations. This could strengthen staff's ability to plan for progression and support improved outcomes for children.

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.

Children were happy, settled and confident in their environments and had developed friendships which enhanced their wellbeing. Staff were nurturing and caring in their interactions, responding to children with warmth and attentiveness. These positive engagements supported children to feel safe, secure and contributed to the positive relationships they had with staff. Parents told us, 'All teachers treat them with kindness, tenderness and love. Thank you' and 'The staff at jimmy's are really caring, they have the kids' best interest at heart. My child had a good relationship with all of the staff and enjoys their days in nursery.'

Mealtimes were a calm, relaxed and unhurried experience. A rolling mealtime experience for older children supported children to complete their play naturally before transitioning to mealtimes, promoting smooth transitions. Children were encouraged to develop independence and responsibility through serving food, pouring drinks and clearing away used mealtime items. Staff demonstrated a clear understanding of children's individual dietary requirements, supporting meals to be appropriate and safe. We discussed with management that staff deployment during mealtimes could be further strengthened. See further information in 'Leadership section Staff skills, knowledge, values and deployment.'

Children's medication was clearly labelled, administered and stored safely. Individual health care plans supported children's health and wellbeing. While most arrangements were well managed, we identified that some medication had not been reviewed within the three-month timeframe, in line with Care Inspectorate guidance. Management had already recognised this and had plans in place to address this, previous reviews had been completed.

Personal plans were in place for children and were developed in partnership with families. They were reviewed regularly and almost all were relevant and responsive to children's current needs and changes over time. A small number needed updating to better reflect children's stage of development. This was addressed promptly by management during the inspection. Clear individual goals and recorded progress supported staff to effectively meet children's needs.

Staff planned for children's transitions in partnership with parents and carers. Meaningful communication systems ensured key information was shared with relevant staff in advance, supporting continuity of care, play and learning. Transitions also extended to supporting children and families moving on to school.

Regular use of the nurture/ 'chill out' room provided a calm, supportive environment where children could play and learn away from the main playroom, helping to promote their emotional wellbeing. We observed children's enthusiasm to visit the space and children told us they liked playing there.

Management and staff had created a warm and welcoming environment supporting children and their

families to feel valued. Families were invited into the service to participate in events such as a teddy bears picnic and shared activities, strengthening engagement.

Families had regular opportunities to discuss their child's care and development both formally and informally. This supported positive relationships, inclusion and a sense of belonging for children and families.

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 support children's care, play and learning and ensure their safety and wellbeing the provider should review the deployment of staff to support the services current registration children must access the outdoor space at all times.

This is to ensure that care and support is consistent with the Health and Social Care Standards, which state, 'I experience a service that is the right size for me' (HSCS 5.5) and 'I have enough physical space to meet my needs and wishes' (HSCS 5.20).

This area for improvement was made on 10 June 2026.

Action taken since then

Management had reviewed staffing levels and deployed staff to support use of the registered 'Willow Garden' space. Children accessed this area throughout the day, with staff responding to their choices and preferences between indoor and outdoor play.

Resources could be extended to provide shelter for children to support their health and well-being in a range of weathers and the provision of resources for children to experience mealtimes outdoors.

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.com.

Detailed evaluations

Leadership	4 - Good
Leadership and management of staff and resources	5 - Very Good
Staff skills, knowledge, values and deployment	4 - Good

Children thrive and develop in quality spaces	4 - Good
Children experience high quality spaces	4 - 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

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