Pikeman Nursery School and Family Learning Centre
Day Care of Children

21 Archerhill Road
Glasgow
G13 3NJ

Telephone: 01419 542 971

Type of inspection:
Unannounced

Completed on:
23 September 2026

Service provided by:
Glasgow City Council

Service provider number:
SP2003003390

Service no:
CS2003014919

About the service

Pikeman Nursery School and Family Learning Centre is registered to provide a care service to a maximum of 91 children. At the time of inspection 48 children were in attendance on the first day and 51 on the second.

The service is located in the north west of Glasgow, close to local amenities such as shops and schools. The children are accommodated within three playrooms. All playrooms have direct access to a large outdoor area.

About the inspection

This was an unannounced inspection which took place on 22 and 23 September 2026. 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 parents/carers

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, confident and settled in the service.
- Staff knew the children well and were attentive to their needs
- Staff worked well together as a team to offer positive outcomes for children.
- Play experiences supported independence, creativity, and development of skills.
- Management demonstrated a commitment to continuous improvement and positive outcomes for children and their families.
- Outdoor play was well embedded, supporting children's health, physical development and enjoyment.

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	5 - Very Good

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

Leadership 4 - Good

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. For example, one of their aims included having a motivated staff team that had a kind nurturing approach. The service had developed their vision, values and aims in consultation with children, families and staff.

The vision, values and aims were included in induction packs for new families. This helped strengthen a sense of belonging and ownership. It also supported the service to remain responsive to the needs and aspirations of children and families.

Recent changes within the management team had been handled sensitively. Staff told us the pace of change was appropriate and considered the needs of the service, children and staff. Due to staffing challenges, the baby room was closed at the time of inspection. This enabled the remaining staff team to meet the needs of attending children effectively.

A meaningful improvement plan was in place and we could see progress in some areas. This included inviting families into the service and adapting planning for learning to be more child centred.

The management team demonstrated a commitment to improvement, involving and valuing the contributions of families and children. This included the recent introduction of a self-evaluation wall giving opportunities for families and children to have their voices heard. Management collated responses and shared outcomes with families, staff and children through a 'You Said We Did' approach. The service should continue with this to further strengthen self-evaluation processes.

Management completed audits across several areas, including medication, accidents, incidents and planning records. These audits helped identify strengths and areas for improvement. This supported ongoing development and improved outcomes for children. The service had also recently introduced new guidance and procedures relating to restrictive practice with children. We discussed how increased monitoring of playroom practice could further strengthen quality assurance processes and support children's care.

The service had begun introducing a distributed leadership approach. This provided staff with greater responsibility and ownership of service development. New working groups and champion roles had been established across key areas. Examples included outdoor learning, literacy and numeracy. Continuing this approach will help develop leadership skills and maintain a focus on improvement outcomes for children.

Children play and learn 5 - Very Good

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, confident, and fully engaged in their play experiences. They had regular opportunities to make informed choices about their play and learning within an enabling environment.

The environment offered opportunities to spark curiosity and imagination while supporting children's right to rest and relax with cosy spaces. One parent commented, 'Even though the environment is lively and busy, there are quiet cosy areas available where children can lie down, sit, or relax whenever they need to.'

Staff provided appropriate space, sufficient time, and supportive interactions when required. This helped children feel secure and supported while exploring their interests. The approach promoted children's rights, independence and decision-making skills.

Resources and experiences available promoted children's curiosity and imagination. These included arts and crafts, sensory tubs with coloured spaghetti and hidden animals, and loose parts. There was a balance of planned and spontaneous experiences for children to participate in including baking and block play. Children spent prolonged periods of time involved in activities, both independently and alongside their peers. They demonstrated concentration, enjoyment and sustained interest.

Staff working with younger children provided experiences tailored to individual interests and developmental needs. Children confidently explored schematic play. Schematic play refers to the repeated patterns of behaviour that young children naturally display as they explore and make sense of the world around them. For example there were having lots of opportunities to pour and drop items.

Play experiences supported the development of children's language and numeracy skills. For example, baking experiences encouraged children to follow instructions and use measurement. Everyday routines, such as lunchtime, supported children's understanding and recognition of numbers. Staff used these opportunities effectively to extend learning.

All children benefited from direct access to outdoor play throughout the day. They could choose when to access the outdoor environment. The large outdoor space provided opportunities for risk-taking and challenging play. Children engaged in climbing, balancing, cycling and loose-parts play. Imaginative play was promoted through activities such as mud pie making and den building.

A new planning approach had recently been introduced across the service. This approach was more child-focused and responsive to individual needs. Staff observed children's interests and used these to inform planning. A balance of responsive and intentional planning supported children to lead their learning and play.

Observations of children's play and learning had recently begun to be shared online with parents. These observations clearly demonstrated children's learning and development. They linked learning to identified targets for individual children. Next steps were recorded and progress was tracked over time. This supported staff to monitor children's development and progression.

Children are supported to achieve — 5 - Very Good

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 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.

Children were happy, settled and confident in their environments. They had developed friendships which enhanced their wellbeing and sense of belonging. One child commented, 'I like to play and see my friends. My teachers are very nice and I also have a favourite teacher.' A parent told us, 'The staff are friendly and caring, creating a welcoming and safe environment. Children have good opportunities for socialising.'

Mealtimes were a calm, relaxed and unhurried experience for children. A rolling mealtime experience supported children to complete their play naturally before transitioning to mealtimes. This promoted smooth transitions and respected children's choices. Children were encouraged to develop independence and responsibility through serving food, pouring drinks and clearing away used mealtime items. Staff sat with children throughout meals supporting a social and safe experience. Snack was available to children outdoors and indoors. This further supported children's play to continue and respecting their choice to eat when hungry.

Personal plans were in place for all children and had been developed in partnership with parents. Plans contained the information staff needed to meet children's individual needs. Developmental targets had been identified for every child. Plans were reviewed regularly to ensure current needs continued to be met. Strategies had been identified to support children with additional support needs. Individual targets and goals helped promote their progress and development.

The service had recently reviewed their transition procedures. A new approach had been introduced for children starting nursery. Parents and children were encouraged to visit the service before their start date. They met with their child's keyworker and completed personal plans together. This helped staff get to know families and build positive relationships.

Families were warmly welcomed into the service. Staff took time to talk to them about their child's day and experiences. The service had identified that parental engagement within the service could be further developed. A range of family involvement activities had been initiated. These included families coming in to read stories and bake with children. This would further support families to feel welcome and connected to the service.

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 the manager and staff should ensure individualised personal plans capture children's health and welfare needs, progression and strategies to support children to reach their full potential. Plans should be relevant and updated at least every six months, or before if required, along with children and parents' views.

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 19 September 2025.

Action taken since then

When assessing this area for improvement we found that personal plans had been developed to ensure they contained information staff needed to meet children's needs. Plans were regularly updated and reviewed with parents. 'What matters to me' records were added which were developed through discussion with parents and children before starting. Targets and strategies were identified and in place for children.

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

Leadership	4 - Good
Leadership and management of staff and resources	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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