Pollok Childrens Centre
Day Care of Children

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Pollok
Glasgow
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Telephone: 01418 827 773

Type of inspection:
Unannounced

Completed on:
1 July 2026

Service provided by:
Glasgow City Council

Service provider number:
SP2003003390

Service no:
CS2003017143

About the service

Pollok Childrens Centre is provided by Glasgow City Council and operates from purpose-built premises in the Southside of Glasgow. Pollok Childrens Centre provides care to a maximum of 72 children from birth to before starting school.

The service is close to main roads, public transport routes and shops. Children have access to three large playrooms and a secure outdoor play area.

There were 30 children attending the service on both days of the inspection.

About the inspection

This was an unannounced inspection which took place on 30 June and 1 July 2026 between 08:45 and 17:15. Feedback was shared with the service on 1 July 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 and complaints information, information submitted by the service and intelligence gathered throughout the inspection year. To inform our evaluation we:

- reviewed feedback from 14 parents using the service
- spoke with ten staff and the manager
- observed practice and staff interactions
- assessed core assurances
- reviewed documents
- spoke with children.

Core Assurance: 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, two improvements were identified. These were relating to the recording of information within safeguarding records and the use of nappy changing facilities. These are reported under the quality indicators: leadership and management of staff and resources and nurturing care and support.

Key messages

- Children experienced play that was meaningful, engaging and led by their interests.
- Warm, nurturing relationships helped children feel safe, valued and supported to thrive.
- Changing facilities should be improved to better support children's dignity and privacy.
- Staff were skilled in interactions to extend children's learning and respond to individual needs.
- Self-evaluation and professional learning supported continuous improvement and positive outcomes for children.
- Safeguarding records should be strengthened to promote children's wellbeing.
- Children benefited from meaningful partnerships with families and intergenerational learning opportunities within the local community.

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

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

Quality Indicator - 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 had a clear vision for providing nurturing, inclusive experiences where children could develop their skills for life and learning. The service was reviewing their visions, values and aims in partnership with families, staff and children. This was to ensure these continued to reflect the needs and aspirations of their learning community. We saw that visions and values were embedded in practice through family engagement, inclusive approaches and meaningful learning opportunities for children. This helped create a shared sense of purpose across the setting and supported continuous improvement.

Professional learning for staff was well planned and had led to meaningful improvements in practice. Staff confidently described how training including digital learning, risky play and trauma informed practice had shaped the way they supported and planned experiences for children. We saw this reflected during our visit, with children benefiting from opportunities to manage risk through play and nurturing, responsive interactions. This was supporting children's independence and wellbeing.

Managers and staff knew children and their families well and demonstrated a commitment to keeping children safe. During our review of safeguarding records, we found that appropriate concerns had been identified and shared with relevant agencies to support children's wellbeing and safety. Managers were able to discuss the actions taken and the outcomes of agency involvement. However, records had not always been updated to reflect this information and did not consistently evidence actions taken, or the outcomes of discussions with partner agencies. As a result, safeguarding chronologies were not always clear, or up to date, and key information was not readily accessible to support effective communication. The service should strengthen recording practices. This will ensure safeguarding records provide a clear account of concerns and actions taken to ensure children's safety and wellbeing, (see area for improvement 1).

Self-evaluation was embedded within the service and was leading to positive change. Monitoring activities identified areas for development and strengths that supported children's outcomes. For example, discussions with staff and observations of children's learning environments had resulted in improvements to creative play, increased outdoor play for younger children and enriching learning spaces. Monitoring of lunch times and visits to other services showed a commitment to reflective practice and had led to changes at mealtimes which supported children's choice, independence and inclusion.

Staff led champion roles in areas such as digital literacy, family engagement and nurturing care. These were aligned well with current improvement plans for the service and we could see positive steps towards achieving goals. For example, families had attended nurture-based workshops, family events and had taken part in book bug sessions with children. A 'you asked, we did' approach demonstrated that families voices were valued. One parent told us, "Parents are regularly asked their opinions and given the chance to participate in parent groups in the nursery to improve services and provision."

Areas for improvement

1. To keep children safe and protected the provider should ensure the management and oversight of safeguarding records and chronologies is robust and consistent.

This should include, but is not limited to, ensuring that information is readily available to support effective and prompt decision making, continuity of care and safeguarding arrangements for children.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: 'I am protected from harm, neglect, abuse, bullying and exploitation by people who have a clear understanding of their responsibilities' (HSCS 3.20) and 'I experience high quality care and support based on relevant evidence, guidance and best practice' (HSCS 4.11).

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 enriching play environments. They took part in play experiences that were meaningful, engaging and led by their interests. Children moved freely between well-resourced indoor and outdoor spaces and were confident within making choices. As a result, they were happy and engaged in play and learning.

The service had prioritised enhancing play environments for children. This meant that children were benefiting from environments that promoted curiosity and investigation. Open ended and natural resources encouraged children to explore in their own way.

We saw children exploring early literacy, numeracy, science and creativity through mark making, block play, sensory experiences and investigation. Children enjoyed exploring and playing together which was developing social and problem-solving skills through play. For example, outdoors a group of younger children enjoyed working together to create a car slide with guttering. Others supported each other to manage risk on the tree swing, whilst another group searched for insects. Elsewhere a group enjoyed mark making and proudly shared their achievements, one child told us, "I can draw my family."

Staff were skilled at recognising and extending children's learning through play. They used praise, open ended questions and thoughtful interactions to build on children's ideas. Children were encouraged to think, wonder and were developing new skills through play. One group had chosen to play snap together with an adult's support. They were recognising colours, matching pictures and turn taking whilst having fun. Staff responded well to children's needs and stages of development through play. For example, one child asked for "a challenge." Staff adapted experiences to offer more challenge for the child in their play which was extending their literacy skills in English and French. These experiences helped children experience success, develop their confidence and progressed their learning.

Planning was responsive and reflected children's voices. Staff observed children's interests and had discussions with them about what they wanted to learn. They created mind maps and adapted learning experiences and environments as new ideas emerged. Floor books demonstrated how children's ideas and learning were taken forward. This meant that play was purposeful and that children's rights were respected.

Parents had the opportunity to contribute to children's learning through parents' evenings, discussion and feedback on learning journals. One parent told us, "[Child] is learning and developing new skills daily, making close friends and overall enjoying their little adventure."

Leaning journals detailed observations of children's individual learning, showing children's progression in learning over time. Some observations would benefit from deeper detail and clearer next steps for learning and development. The team leader told us they were supporting staff within their journey in this area, and we could see this evidenced in feedback sheets.

Children are supported to achieve 4 - Good

Quality Indicator - 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 warm, kind, nurturing and responsive interactions with staff who knew them well and responded sensitively to their individual needs. This was supporting children's wellbeing and inclusion for all. Staff recognised both verbal and nonverbal cues and adapted their approaches which ensured children felt supported. We saw children confidently communicate their needs and wishes through words, gestures and actions with staff responding promptly using clear, nurturing language and reassurance. This meant children felt safe, secure and valued.

Staff spent time at children's levels, listened with genuine interest and provided encouragement through praise and positive role modelling. Children had formed trusting relationships with staff and had developed friendships with one another. This was supporting children's wellbeing and sense of belonging. One parent told us, "The staff are incredible. They have a genuine interest in asking how my child is and how the family are doing. Everyone is caring and kind towards any member of our family who have entered the centre." Another said "All staff in our children's room are extremely helpful and welcoming to us and to the children. Our children have an excellent relationship with their key workers and other staff members."

Children had access to calming spaces and break out areas which had been developed to support them regulate their emotions. These spaces were supporting children in moments when they felt overwhelmed and supported their emotional regulation. The service had prioritised emotional wellbeing by helping children recognise their feelings. They had carried out emotional wellbeing sessions with children which had resulted in some children having a better understanding of how to identify and navigate different emotions.

Children benefited from regular visits to the local care home. These intergenerational experiences supported children develop empathy and respect for others as they engaged with elderly residents. Children had built positive relationships across generations through shared play, stories and conversations. This supported their sense of belonging within the wider community.

Mealtimes were positive, sociable experiences where children were encouraged to make choices and develop independence. Children were supported well and staff understood children's needs, providing support and reassurance throughout.

Children's care and wellbeing needs were supported through personal planning and partnerships with families and other professionals. Care plans reflected children's needs, interests and preferences and we saw

this being reflected in practice. We identified opportunities to strengthen the consistency of plans for all children. Mangers acknowledged this and had planned to carry out deeper auditing of children's plans to support staff in this area.

Changing facilities did not fully promote children's dignity and privacy, as children were being changed in spaces that were visible to other children and adults. Therefore an area for improvement was made to support children's dignity and privacy, (see area for improvement 1). Managers had already identified this issue and brought it to our attention prior to the inspection. During our visit, local authority leaders confirmed that refurbishing the changing facilities was a priority and that work would begin imminently. We are therefore assured that improvements will be made promptly.

Areas for improvement

1. To support children's health and wellbeing needs, the provider should ensure changing facilities promote dignity and privacy and reduce the risk of spread of infection.

This is to ensure that care and support is consistent with the Health and Social Standards (HSCS) which state that: 'If I require intimate, personal care, there is a suitable area for this, including a sink if needed' (HSCS 5.4).

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

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

Children are supported to achieve	4 - Good
Nurturing care and support	4 - Good

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