Somerset Nursery - Fitzroy
Day Care of Children

6 Fitzroy Place
Glasgow
G3 7RH

Telephone: 01412 043 399

Type of inspection:
Unannounced

Completed on:
4 August 2026

Service provided by:
Somerset Nursery Services Ltd

Service provider number:
SP2003001248

Service no:
CS2003034629

About the service

Somerset Nursery - Fitzroy provides a care service to a maximum of 61 children aged from birth to three years.

The service operates from a four storey townhouse within the Charing Cross area of Glasgow. Children are cared for in designated playrooms dependant on their age and stage of development. The service has sole occupancy of the building and a small secure outdoor play space. The service is very convenient to bus and rail links.

The service is located close to Kelvingrove Park and other green spaces within the city centre.

About the inspection

This was an unannounced inspection which took place on 3 and 4 August 2026. The inspection was carried out by two inspectors from the Care Inspectorate. There were 20 children present on the first day of our inspection, and 26 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 two families whose children attended the service
- received electronic feedback from 13 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, one area for improvement was identified relating to core assurances.

Key messages

- Strong quality assurance processes effectively supported continuous improvement and positive outcomes for children.
- The changing area in the Baby and Tweenie rooms should be adapted to provide greater privacy and dignity for children during personal care routines.
- Children benefited from a wide range of high-quality play and learning experiences that supported their interests, development and wellbeing.
- Warm, responsive interactions and effective individual planning promoted children's confidence, language, independence and overall progress.
- Children experienced warm, nurturing relationships and highly individualised support that promoted their wellbeing, rights and sense of belonging.
- Strong partnerships with families and an inclusive approach ensured children felt valued, respected and supported to thrive.

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 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 5 - Very Good

Quality indicator: Leadership and management of staff and resources

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

Self-evaluation and quality assurance processes were well embedded throughout the service and effectively informed continuous improvement. Room leaders worked through a comprehensive quality assurance calendar which included audits of safe sleep, accidents and incidents, mealtimes, nappy changing, learning journals, personal plans and medication management. Auditing and monitoring processes were routinely undertaken and included reviewing accidents and incidents to identify patterns and inform improvements to practice.

Staff consistently described being actively involved in the service's self-evaluation and improvement activities. One staff member told us, "I am fully involved in the self-evaluation of the service through regular reflective practice, team discussions, and ongoing quality improvement processes." Another said, "Management are always happy for feedback and we have regular staff meetings to evaluate our practice and work on improving in any way we can." Staff spoke confidently about sharing ideas, identifying strengths and areas for development, and contributing to changes that improved outcomes for children. One staff member explained, "I feel fully involved in the self-evaluation of the service. I regularly share my ideas and feedback with the team and take part in discussions about what is working well and what could be improved."

The service demonstrated a strong commitment to continuous improvement through a distributed leadership approach. Staff undertook a range of champion roles, including literacy, numeracy, outdoor learning and toothbrushing, and spoke enthusiastically about the positive impact of their work. Staff were able to describe improvements already achieved and identify areas they wished to develop further. An improvement plan was in place and there was clear evidence of progress against identified priorities, including increased involvement of room leaders in quality assurance activities, staff training, interaction observations and nurture-focused professional learning.

A significant piece of work had been undertaken to review the service's Vision, Values and Aims (VVA). Staff had been involved in developing revised statements which reflected the needs of individual children and families. These were evident throughout the setting and reflected in practice. Children were observed to be loved, nurtured and respected. The value of every child being unique was demonstrated through staff interactions, personal plans, individual planning and learning journeys.

Quality assurance activities included regular observations of practice. Room leaders carried out observations using the five core interaction types: echoing, modelling, narrating, questioning and extending. These approaches were evident during the inspection and supported children's play, learning and development. Playroom monitoring was undertaken regularly, with room leaders observing practice across different rooms to promote consistency throughout the nursery.

Observations linked to the nurture principles had also been completed. Strengths and areas for development had been identified and discussed with staff, with records evidencing constructive feedback that recognised positive practice while supporting ongoing improvement. Information about the nurture principles and examples of how they were implemented were displayed throughout the nursery.

Audit activity had also been used effectively to improve children's experiences. Environmental audits had been completed across learning areas and had identified strengths, development needs and actions for improvement. As a result, resources within imaginative play and creative areas had been enhanced. These improvements were evident during the inspection. An identified outdoor learning champion had completed specialist training and used this to influence practice positively. Outdoor audits, observations and staff consultations had informed developments to the outdoor environment, including the addition of astro turf to improve access and opportunities for younger children.

The service actively sought and responded to feedback from families. A "You Said, We Did" display demonstrated how parental suggestions had directly influenced improvements, including increased outdoor resources, more frequent updates through the learning journal app and improved buggy storage facilities. This demonstrated a commitment to partnership working and using feedback to inform service development.

Risk assessments were in place throughout the setting and demonstrated a proactive approach to supporting children's safety while enabling meaningful play experiences. Assessments relating to loose parts play clearly identified potential risks and the measures required to minimise these while maintaining opportunities for learning and development.

Staff benefitted from a comprehensive in-house induction programme alongside engagement with national induction resources. All staff had an identified mentor and spoke positively about the support they received. Mentors demonstrated a strong commitment to modelling good practice and supporting staff development.

Safe recruitment procedures had been followed. We sampled the recruitment files of three recently appointed staff members and found that appropriate pre-employment checks had been completed. This included application forms, references, Protection of Vulnerable Groups (PVG) checks and verification of identity and qualifications. Recruitment records demonstrated that the service had taken appropriate steps to ensure staff were suitable to work with children and help keep them safe.

Children thrive and develop in quality spaces — 4 - Good

Quality indicator: Children experience high quality spaces

We evaluated this key question as good where several strengths impacted positively on outcomes for children/people and clearly outweighed areas for improvement.

The environment was bright, clean and well maintained, providing children with a welcoming, safe and comfortable place to play and learn. Children benefited from spacious playrooms with good levels of natural light, creating a calm and nurturing atmosphere throughout the setting. A dedicated maintenance person had been employed to support the upkeep of the premises. Maintenance issues were appropriately recorded and addressed promptly, helping to ensure children experienced a safe and well-maintained environment.

The setting also benefited from a small enclosed outdoor area which was used regularly. This provided children with daily opportunities for fresh air, physical activity, exploration and play. Through everyday experiences, community outings and outdoor learning opportunities, children were encouraged to assess and manage risks appropriate to their age and stage of development. As a result, children were developing confidence, independence, resilience and an increased awareness of how to keep themselves safe.

Children benefited from a range of stimulating learning experiences within and beyond the nursery. Staff made very good use of the local community to extend learning opportunities and help children develop an understanding of the world around them. Regular visits to community facilities and weekly woodland sessions supported children's curiosity, confidence, resilience and physical development while encouraging a connection with the natural environment.

Management had taken steps to improve toileting and changing facilities to better support children's privacy and dignity. We discussed that the changing area in the Baby and Tweenie rooms did not promote privacy and dignity during personal care routines. An area for improvement was therefore identified to further enhance children's experiences.

The service used CCTV appropriately to support the safety and security of children, staff and visitors. Clear information had been provided to families and staff explaining the purpose and use of CCTV within the setting. This promoted transparency and ensured people understood how information was gathered, used and managed.

Children's personal information and records were stored securely. Appropriate systems were in place to maintain confidentiality and protect sensitive information, helping to safeguard children's privacy, wellbeing and rights.

Areas for improvement

1. To ensure that children's personal care needs are met with privacy and dignity, and minimise the spread of infection the provider should ensure that there is a separate, private changing area for children in the Baby and Tweenie rooms.

This is to ensure the service complies with the Health and Social Care standards (HSCS) which state: "If I require intimate personal care, this is carried out in a dignified way, with my privacy and personal preferences respected". (HSCS 1.4)

Children play and learn — 5 - Very Good

Quality indicator: Playing, learning and developing

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

Children benefited from a wide range of engaging play and learning experiences which supported their interests, development and wellbeing. All parents who provided feedback agreed that their child always had opportunities to participate in a variety of experiences tailored to their individual needs. Parents spoke very positively about the range and quality of activities provided. One parent told us, "They do such an impressive job keeping the children engaged in new and varied activities all day long, each day." Another commented, "The activities and experiences are fantastic. My child is always included and encouraged to participate." Parents described a diverse programme of experiences, with one highlighting "so many lovely activities and opportunities" including cultural celebrations, sports activities and community events.

Outdoor play and learning formed a significant part of children's experiences and were highly valued by families. Children regularly accessed parks, woodland areas and community spaces, providing meaningful opportunities to explore, investigate and learn within the local environment. Parents told us, "The nursery is perfectly situated near the park but they also have a back garden and they take the children to the woods, so they get plenty of outdoor fun".

Children were actively engaged in a range of experiences including sensory play, baking, puzzles, stories, songs, musical activities and outdoor learning. Resources were clean, stimulating and easily accessible, encouraging curiosity, creativity and independent choice. Staff skilfully followed children's interests and adapted experiences to maximise engagement and learning. Sensory experiences provided opportunities for children to investigate textures and develop descriptive language, while stories, songs and Bookbug sessions supported communication, participation and enjoyment.

The quality of interactions had a positive impact on children's learning and development. Staff were warm, nurturing and responsive in their approach. They used open-ended questions, curiosity and sustained shared thinking to extend children's language, communication and problem-solving skills. Rich vocabulary relating to colours, textures, size and mathematical concepts was introduced naturally through play. Children were encouraged to predict, investigate and describe their experiences. This supported their confidence and engagement.

Staff demonstrated an understanding of individual children and adapted their support to meet children's emotional, developmental and learning needs. This was particularly evident when supporting younger children with emotional regulation, physical development and participation in sensory experiences. Staff encouraged children to take appropriate risks, build confidence and develop new skills within a safe and supportive environment. Consistent praise and encouragement helped children feel valued, secure and successful.

The positive impact of recent staff training was evident in practice. Staff confidently discussed how professional learning in areas such as interactions, child development and schematic play had enhanced their understanding of how children learn. Observations showed that practitioners were skilled at recognising and responding to children's individual interests and preferred ways of learning. As a result, children benefited from highly responsive experiences which promoted language development, confidence, independence and sustained engagement.

Learning journals sampled demonstrated regular observations, effective monitoring of progress and strong parental involvement. Records clearly captured children's achievements and identified what they had learned through experiences. Individual planning was responsive and purposeful, linking observations to children's interests, strengths and developmental needs. This ensured planned experiences reflected children's current stages of learning and supported continued progress across all areas of development.

Children are supported to achieve — 5 - Very Good

Quality indicator: Nurturing care and support

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

Children experienced warm, nurturing care from staff who knew them well and responded sensitively to their individual needs. Throughout the inspection, children appeared settled, secure and confident within the service. They approached staff for comfort, support and reassurance and were observed to have positive, trusting relationships with those caring for them. A parent reflected this when they told us, "The care and support provided, the staff genuinely care about what my child is interested in."

All families who provided feedback strongly agreed that they were happy with the service. Feedback highlighted the warm, nurturing relationships staff had developed with children and families. One parent told us, "The relationships that he's able to build upon now are the foundation of how he'll thrive in the future. So grateful to all the nurturing staff." Another shared, "She feels secure and happy and looks forward to going every day, she thinks of the staff as her friends." Parents consistently described staff as caring, supportive and invested in their children's wellbeing and development.

Staff demonstrated a strong understanding of children's individual circumstances, interests and developmental needs. Children had detailed personal plans in place which reflected their strengths, needs and stages of development. These were linked to wellbeing indicators, the Health and Social Care Standards and the United Nations Convention on the Rights of the Child (UNCRC). Personal plans were regularly reviewed and updated. They provided a clear record of children's progress, achievements and changing needs. Information was individualised and demonstrated that staff knew children well and were responsive to their wellbeing and development. This supported a rights-based approach to care and ensured children received support that was meaningful to them.

Respect for children's rights, identity and individuality was embedded in practice. Staff actively sought children's views, supported them to make choices and involved them in decisions throughout the day. Children were treated with kindness and respect, helping them feel valued, included and listened to. Positive interactions and reassurance during routines and transitions further promoted children's sense of security and belonging.

The service demonstrated a strong commitment to inclusion and celebrating diversity. Parents highlighted the efforts staff made to recognise and promote children's cultural backgrounds and family identities. One parent told us, "The staff, they just make the place, we have experienced every room now and we just love all the staff." They went on to explain how staff had supported their child's multicultural identity, sharing, "They have helped prepare cards for mothers and fathers day in Spain which fall under a different day than the UK and we have a multicultural day for the children. This is very important for us and we are so thankful for the effort." This demonstrated the service's commitment to helping children feel respected, valued and represented.

Mealtimes were calm, relaxed and sociable experiences. Staff supported children in a respectful manner, encouraging independence while remaining responsive to individual preferences and needs. Children were encouraged to develop self-help skills and appropriate support was provided when required. Staff demonstrated a good understanding of children's dietary and health needs and adapted their approach accordingly.

Arrangements for rest and sleep supported children's wellbeing. Individual routines and preferences were respected, and staff adopted a nurturing approach when supporting children to settle. Children received comfort and reassurance when needed and benefited from sleeping arrangements that promoted rest and relaxation.

The service demonstrated a positive commitment to partnership working with families. Parents and carers were actively involved in the life of the nursery through regular communication, consultation and participation in events and activities. Families particularly valued the regular updates provided through the nursery app, with one parent commenting, "Updates via the app are also great to see, especially for an anxious working mum!" Evidence demonstrated that family feedback was listened to and used to inform developments within the service. A range of opportunities had been created to encourage family engagement and strengthen relationships between home and nursery, contributing to positive outcomes for children.

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 service provider should ensure that safe and robust procedures are in place for the recruitment of new staff. For example, two up to date and relevant references should be obtained prior to staff commencing employment within the service.

This ensures care and support is consistent with the Health and Social Care Standards which state that: "I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes". (HSCS 3.14)

This area for improvement was made on 10 June 2019.

Action taken since then

Recruitment procedures have been reinforced to ensure that two satisfactory and relevant references are obtained and verified prior to any new member of staff commencing employment. 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.scot.

Detailed evaluations

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

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.scot

Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.gov.scot

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.