Summerston Childcare Limited
Day Care of Children

Bellcraig Community Education Centre
10 Gorstan Street
Summerston
Glasgow
G23 5QA

Telephone: 01415 791 045

Type of inspection:
Unannounced

Completed on:
8 July 2026

Service provided by:
Summerston Childcare Limited

Service provider number:
SP2004005191

Service no:
CS2003050017

About the service

Summerston Childcare Limited is registered to provide a care service to a maximum of 30 children from birth to school age.

The service is provided by Summerston Childcare Limited and operates from Bellcraig Community Education Centre in the North-west of Glasgow. The service has shared occupancy of the building. The service is in partnership with Glasgow City Council to provide early learning and childcare.

Children have access to three separate play spaces with separate toilet and changing facilities nearby. Children also have access to a large gym hall within the centre at various times of the week. The service is close to local walking routes, transport links, shops and a small community playpark.

There were 21 children attending the service on both days of the inspection

About the inspection

This was an unannounced inspection which took place on 7 and 8 July 2026 between 09:00 and 18:00. Feedback was shared with the service on 8 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 eight staff and the manager
- observed practice and staff interactions
- assessed core assurances and previous areas for improvement
- 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, one improvement was identified. This was relating to the use of nappy changing facilities. This was reported under the quality indicator: 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.

• Leaders had created a positive culture of reflection and had a clear vision and commitment to developing the service further.

• Staff knew children well and responded sensitively to their individual needs.

• Children enjoyed community walks which enhanced their learning experiences.

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	4 - Good
Children are supported to achieve	4 - Good

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

Leadership 4 - Good

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 created clear visons values and aims. [LA3.1]These included supporting a developing staff team, promoting inclusion for children and supporting children's learning and life skills through play. The visions were reflected in practice, and children were receiving holistic support that met their needs. They were also progressing their learning through play-based experiences. The service were in the process of reviewing their visions, values and aims in partnership with families, staff and children. This was helping ensure these continued to reflect the needs and aspirations of their learning community.

The manager had created a positive and supportive culture where children benefited from caring staff who were committed to improving outcomes. Staff spoke positively about the support they received and told us they felt confident within contributing to ideas about the service. We saw evidence of this through self-evaluation activities. This helped ensure improvement priorities reflected the views of those working directly with children to ensure their voices were being considered.

Staff had accessed some professional learning which had strengthened practice. For example, recent trauma informed practice and phonological awareness training had positively influenced staff interactions and experiences with children. One staff member told us, "I recently took part in phonological training. This made me have a better understanding of how I speak to children using different tones/sounds, encouraged me to make sure I am using a variety of stories, songs and rhymes every day." We observed this in practice where children experienced nurturing relationships, meaningful conversations and play experiences. This was supporting early literacy skills and emotional wellbeing.

Quality assurance processes showed that the manager was gathering feedback from families and staff about the service. These were gathered through discussion, questionnaires and peer observations. The opinions from families and staff helped management to identify strengths and areas for improvement across the service. As a result, requests to share learning and develop children's play spaces had been actioned. For example, a recent sharing the learning event had been held at the nursery. This helped support partnership working to meet children's needs.

Overall, leaders demonstrated an understanding of the service strengths and areas for improvement. Positive steps had been taken to address some development areas. For example, the manager had created well-structured plans for developing a purposeful outdoor space for children. We agreed that this planned improvement had the potential to enhance children's outdoor play and learning. Whilst some other improvement priorities had been identified, progress on these were slower. The manager shared their desire to strengthen these plans. We sign posted to manager to the Care Inspectorate website for information and learning about self-evaluation that leads to meaningful improvement. We were satisfied that this would be taken forward.

Informal monitoring approaches were in place for some areas of the service. These contributed to some shared understanding about improvement ideas. For example, discussions between staff and management generated ideas for enhancing children's play.

We shared how more formal and robust auditing processes were needed to monitor areas such as medication, accidents and children's personal plans. These audits are important to ensure children's health, wellbeing and safety needs are consistently met. The manager agreed and demonstrated a willingness to develop these processes.

Children play and learn 4 - Good

Quality Indicator - Playing, learning and developing

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 benefited from a range of play experiences which reflected their interests and supported learning in different areas of development such as literacy and numeracy. For example, a group of children enjoyed exploring the coloured blocks. They played happily together and the experience was supporting colour recognition, fine motor skills and early problem solving.

Children had opportunities to express their interests naturally and staff were receptive to this, often taking forward interests in the moment. This meant that children's learning was progressing organically and stemmed from their voices.

Some children showed an interest in a particular story. Staff built on this interest by providing experiences linked to the story. Children explored a range of sensory materials, created artwork, and confidently engaged in imaginative role play. A themed 'swamp' area, along with opportunities to investigate vegetables and soil, further supported children's learning and exploration. One child told us, "We have socks there so that we can grow potatoes in them." As a result, learning was meaningful, engaging and enjoyable.

Children were active learners. They enjoyed opportunities to develop physical skills through climbing, dancing and outdoor walks. Community walks enhanced children's learning and took forward interests as they searched for dinosaurs, discovered diggers and took part in sports experiences. Staff extended children's thinking as they encouraged children to notice wildlife, letters and features of the natural world. This was supporting children's physical development, learning and wonder of the world around them.

Younger children were engaged in sensory experiences, musical play and exploring puppets alongside staff. These experiences supported their development in early literacy, communication and language skills and social interactions. There was scope to further enhance play spaces by increasing opportunities for curiosity and investigation through the provision of more open-ended and natural materials. The addition of these could help to create richer opportunities for exploration, enquiry and problem-solving.

Staff planned for children's interests well and demonstrated a good understanding of learning through play. One parent told us, "The staff are fantastic and the range of activities they do with the kids everyday are also great." Learning journals showed some detailed observations of children's learning and demonstrated the variety of experiences children had been involved in. The manager had identified the need for development of tracking systems and consistent updating of children's learning journals. We agreed that strengthening these systems could help staff identify and respond to children's next steps in learning.

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, nurturing care from staff who knew them well and responded sensitively to their needs. Staff had built positive relationships with children. They recognised when children required reassurance, space or additional support and adapted their approaches accordingly. One parent told us, "The staff go above and beyond for my child's needs", whilst another told us, "We are very familiar and they are very honest and friendly. I trust them completely with my children." This meant children felt secure, valued and confident within the setting.

Children's care and wellbeing needs were supported through personal planning and partnerships with families and other professionals. Personal plans reflected children's needs, interests and preferences and we saw staff respond to these in practice. We identified opportunities to strengthen personal plans. For example, we suggested that staff record clear strategies about the steps they planned to take to meet children's needs. Recording this information helps to ensure that children receive consistent care across the team and are supported to achieve. The manager acknowledged that deeper auditing of children's plans were needed and shared that they were going to prioritise this.

Staff spent time at children's levels, listened with genuine interest and provided encouragement through praise and positive role modelling. Children had developed friendships with one another and played and explored happily together. This was supporting children's wellbeing and sense of belonging. One parent told us, "Being able to express themselves at nursery has brought [child] out her shell. The bond they make with the staff and their peers - I just love seeing that blossom."

Children were treated with kindness and respect. They were supported within their emotional wellbeing as staff responded to verbal and nonverbal cues well. Staff understood children's individual needs and used different strategies to support areas of development. For example, they supported babies' physical development and sensory experiences. They also supported children's language and communication through books, stories and positive role modelling. One parent told us, "My child's confidence has come on great since joining the service [child] is thriving in their nursery place." This was supporting children within their wellbeing and enabling them to thrive through nurturing, responsive and child-centred practice.

Mealtimes for older children 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. Some younger children had to wait at the table for an extended period of time before their meal was served. This impacted on their comfort and wellbeing. We raised this with the manager who agreed to reflect with the staff team on how mealtimes could be enhanced for children.

Changing facilities did not fully promote children's dignity and privacy (see area for improvement 1). Children were being changed in areas where they could be viewed by others. We also noticed during changing routines that staff were not always wearing an apron when changing nappies. We discussed with management the importance of wearing a disposable apron to prevent the potential spread of infection.

Management had identified that the refurbishment of nappy changing areas was needed. They were working with the board to prioritise funding and had planned to carry out this work in the next few months. We are therefore assured that improvements will be made.

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).

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 manager should monitor the measures that are in place to prevent the spread of infection within the service. For example, children should be supported to wash their hands at appropriate times.

This area for improvement was made on 18 April 2019.

Action taken since then

We observed that both children and staff washed their hands regularly and at appropriate times throughout the day, including before lunch and after messy play activities. Portable handwashing stations were available for older children, promoting easy and independent access to handwashing facilities, while younger children had access to sinks within the playrooms. These arrangements supported good infection prevention and control practices.

Lunch tables were cleaned before and after use to support good hygiene practices.

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	4 - Good
Leadership and management of staff and resources	4 - Good

Children play and learn	4 - Good
Playing, learning and developing	4 - Good

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

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