Hyde 'N' Seek Nursery - Bridgeton
Day Care of Children

10-18 Redan Street
Bridgeton
Glasgow
G40 2QA

Telephone: 01415 549 956

Type of inspection:
Unannounced

Completed on:
29 August 2025

Service provided by:
Hyde 'N' Seek Ltd.

Service provider number:
SP2003003510

Service no:
CS2004076067

About the service

Hyde 'N' Seek Nursery - Bridgeton is registered as a daycare of children service. The service is provided by Hyde 'N' Seek Ltd. They provide a care service to a maximum of 12 babies up to 2 years, 10 children aged 2 years to 3 years and 21 children aged 3 years to not yet attending primary school.

The service is based in the Bridgeton area of Glasgow and has access to local parks and amenities.

There are three main playrooms and an outdoor play area accessible from the front door of the building.

About the inspection

This was an unannounced inspection which took place on 28 and 29 August 2025. The inspection was carried out by one inspector 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 people using the service and their families
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

As part of this inspection, we undertook a focus area. We have gathered specific information to help us understand more about how services support children's safety, wellbeing and engagement in their play and learning. This included reviewing the following aspects:

- staff deployment
- safety of the physical environment, indoors and outdoors
- the quality of personal plans and how well children's needs are being met
- children's engagement with the experiences provided in their setting.

Key messages

- Staff supported children and families to feel welcomed within the nursery environment with strong relationships at the heart of the service.
- Children were happy, engaged and having fun as they played.
- Staff were kind and caring and respectful of children's rights.
- Staff created a positive environment where people felt valued and included.
- There were procedures in place for quality assurance and development that were impacting positively on outcomes for families.
- The provider had agreed to carry out maintenance to the building.

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

How good is our care, play and learning?	4 - Good
How good is our setting?	4 - Good
How good is our leadership?	5 - Very Good
How good is our staff team?	5 - Very Good

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

How good is our care, play and learning? 4 - Good

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

1.1 Nurturing care and support

Staff were warm, welcoming and nurturing in their response to children. Staff had a rights-based approach to meeting the needs of children. We saw staff being respectful and interacting with the children and giving children a voice. Staff had developed strong bonds with families and we saw positive interactions as children were collected from the service. This supported children to feel safe and secure. Across the setting there was a number of siblings. Staff worked well to ensure that there were good connections between all the playrooms and strong bonds within families.

The service used the Famly app, an online platform, to store and share relevant information regarding children and their individual needs. This included children's personal plans, learning journals, photographs and a newsfeed of information relating to children's daily life at the service. Each child had a personal plan that contained information to support staff to meet children's individual needs. The online app format of these documents made this information easily updated and shared with families, making this a continuously evolving document that was updated as the children's needs changed. There were good transition records and positive support for children as they moved on within the setting and onto school. There was positive feedback from families about the support for their children and the partnership working with the service. This supported children where they needed any additional support or changes to their care.

Meal times were a positive experience for children. Staff sat close to children, enjoying the meal time and engaging children in conversation. Children had access to high quality nutritious food that they enjoyed. There could be more opportunities to promote children's independence. For example, dishes being placed in the middle of the table for children to self- serve.

There were policies and procedures in place for the safe storage and administration of medication. Staff had attended child protection training annually as part of their core learning and development. Staff told us they had completed training and knew what their responsibilities were in relation to keeping children safe. There was clear guidance of who to contact and what to do if staff had concerns about a child. This ensured that children were safe and there were good open channels of communication with families. Staff were aware of ensuring safe space for children to sleep. Spaces were clean, quiet and comfortable. Younger children slept in cots and other children slept on mats. Staff monitored children to ensure they were safe.

1.3 Play and learning

Children were happy, confident and having fun. It was a small setting and children knew each other's play preferences and shared what their friends liked to play with. They played in small groups and were cooperating well with each other as they had formed strong bonds. Children could lead their own play and learning and had real ownership of the play environment. Children benefited from a range of play experiences and activities that supported their development and interests. Children were engaged in imaginative, open ended play with a range of loose parts. Children were highly engaged in their play and learning, confidently sharing what they were doing.

Children showed pride in their achievements and enjoyed chatting and recalling events. They were excited to show us pictures and models. Children were supported to develop their language and numeracy skills through play opportunities, storytelling, conversations with staff and routines of the day. There were lots of environmental print and photographs of inspirational pictures to enhance play and learning.

Children had regular access to the garden in groups. There were spaces for different age ranges of children to play and explore. The outdoor space offered challenge and more access to loose parts. Children particularly enjoyed the garden and accessing the bikes. Staff could further consider being more fluid with the outdoor spaces to offer more free flow outdoor play opportunities for children across all the playrooms. The service made use of the local community and was striving to make further community links and offer more play opportunities beyond the setting.

Staff planned for children's experiences based on their needs, interests and parental contribution. Observations of children's learning were shared with parents using the Famly app. Observations supported staff to understand children's individual development and progression. The manager should ensure that observations are high quality to support children's development and learning

How good is our setting? 4 - Good

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

2.2 Children experience high quality facilities

The playrooms were warm, welcoming, clean and well-maintained. Windows were open for fresh air and ventilation. The nursery was safe and secure and there was signage around the building to ensure that people were vigilant of closing gates to ensure children's safety. The staff team had worked hard to create an engaging environment that sparked fun and curiosity. Children had access to a range of high quality play resources including loose parts play both indoors and outdoors. Children were also using technology to extend their play and learning. Learning environments supported the development of children's literacy and numeracy skills through effective use of environmental print and play materials.

There was a regular programme of maintenance and ongoing upgrades to the building. Maintenance staff were on hand daily to ensure that areas were made safe promptly to minimise risks to children. We asked the provider to ensure that any fire exits leading outwith the perimeter of the garden have alarms to ensure the safety of children. This was actioned immediately by the provider of the service.

There were effective infection prevention and control measures in place. Handwashing took place regularly including when coming in from outdoors and before and after mealtimes. The provider agreed that a handwashing sink within the baby room would ensure that young children could wash their hands more independently. Spaces where children were supported with their personal care were clean and well-maintained with protective personal equipment (PPE) being stored appropriately.

Risk assessments were in place for indoor and outdoor environments. Children were involved in the risk assessment process as they explored the environment and the wider community. These were dynamic with staff and children assessing and minimising risks.

How good is our leadership? 5 - Very Good

We evaluated this key question as very good. We found significant aspects of strength and how these supported positive outcomes for children.

3.1 Quality assurance and improvement are led well

The service had a clear vision, values and aims. The ethos of the service was being nurturing and supportive. There was a clear improvement plan in place to take forward aspirations for children's learning and development. The grand challenges were curriculum development, supporting transitions and developing creativity skills for lifelong learning. Champion roles across the staff team were supporting taking these areas of improvement forward. Distributed leadership across the service ensured that people were well-supported in their roles. Playrooms were well-managed and the manager ensured key people were taking lead roles where necessary.

The staff team engaged confidently in the inspection process sharing best practice and engaging in focus group discussions. They highlighted their strengths and where they wanted to progress and develop. This showed they were a reflective staff team who were committed to developing and improving outcomes for children and families.

The provider had allocated lead roles across the wider organisation to support the improvement journey for each service. The manager had been working closely with the quality assurance leader to take forward planned improvements. Quality assurance and self-evaluation continued to be underpinned by best practice with an overarching strategic system for quality assurance across the wider organisation. This included a quality assurance calendar. There were regular opportunities for staff to meet and take part in discussions, planning for improvement and professional dialogue about children's needs. This supported the improvement priorities and enhanced outcomes for children.

The service involved families in the service and parents shared positive feedback about the ways that they were engaged in their child's life at the service. This included regular communication, being asked their views and a range of home links. This showed that the service was asking and responding to families' views. The children's voice was threaded through the service. There were good opportunities for talking and listening and the children's voice was reflected in the planning and improvements. Staff were respectful and upheld children's rights.

How good is our staff team? 5 - Very Good

We evaluated this key question as very good. We found significant aspects of strength which supported positive outcomes for children.

4.3 Staff deployment

There was a welcoming and positive ethos within the service. We saw strong links with families. The management team was available throughout the day, we saw this during drop off and pick up times, to support transitions for children and speak with families. This promoted good open channels of communication. We saw strong bonds and relationships.

There was enough staff to meet the needs of children across the setting. It was a settled and secure staff team which was consistent to meet the needs of children. The provider was committed to ensuring that staff were valued as part of the team. This helped to support continuity for children through good retention of staff and low staff absence. A keyworker system supported children. Staff knew children well and interactions were positive, nurturing and personal to each child. All staff were on hand during busier times, such as lunchtime. This ensured children were well-supported.

All staff working with children had achieved an early learning and childcare qualification. This showed a professional approach from the service to accessing suitable qualifications for all staff. The staff team worked well together and was flexible with each other. There was good communication and staff were well-supported by the management team. There was a positive ethos within the service and staff shared positive feedback about team work, good morale and good support from senior leaders. This created a happy environment.

Staff had been safely recruited into the service. We sampled staff files and these included relevant safer recruitment checks: these had been completed prior to staff starting. There was an induction in place for newly recruited staff that included core training and mentoring by senior staff. This was supporting new staff and developing their skills and knowledge. The provider should ensure the authenticity of references prior to staff starting.

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

How good is our care, play and learning?	4 - Good
1.1 Nurturing care and support	5 - Very Good
1.3 Play and learning	4 - Good

How good is our setting?	4 - Good
2.2 Children experience high quality facilities	4 - Good

How good is our leadership?	5 - Very Good
3.1 Quality assurance and improvement are led well	5 - Very Good

How good is our staff team?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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