Orchard Park Nursery
Day Care of Children

1a Crosslees Drive
Thornliebank
Glasgow
G46 7DY

Telephone: 01416 203 280

Type of inspection:
Unannounced

Completed on:
19 May 2026

Service provided by:
Orchard Park Nursery Limited

Service provider number:
SP2007008847

Service no:
CS2007142910

About the service

Orchard Park Nursery is registered to provide a care service to a maximum of 44 children.

The age range of the children will be from 6 weeks to those not yet attending primary school.
12 children aged 0 to 18 months years, 16 children aged 18 months to 3 years and 16 children aged 3 years and over and not yet attending primary school. There were 51 children registered with the service during our inspection.

The service operates from a converted church premises in Thornliebank, East Renfrewshire. The provider is Orchard Park Nursery Limited. Children are accommodated within three playrooms. The service benefits from a large outdoor area which includes a separate garden for children under two years, play area and woodland garden. The service is close to local shops, parks and other amenities.

About the inspection

This was an unannounced inspection which took place on 18th and 19th May 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.
- Gathered feedback from twenty three families through online questionnaires
- Spoke with staff and management.
- Observed practice and daily life.
- Reviewed documents.
- Spoke with one of the providers.

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 the core assurances.

Key messages

- The manager and team had a clear vision for improvement and demonstrated commitment to supporting positive change for children and their families.
- Quality assurance and monitoring processes were effective when fully implemented and were beginning to provide the manager with better oversight of practice and areas for development.
- The provider and manager had made improvements to the environment which resulted in the playrooms feeling more welcoming and homely.
- Children of all ages experienced more meaningful access to the outdoor area and gardens.
- Infection prevention and control arrangements had improved in the service.
- Children were able to lead their own play within the playrooms and outdoors as resources were arranged to support choice and independence.
- Planning should now be a key priority for the team. Significant changes within the staffing team, including changes in room leadership, had impacted on the quality of planning processes and procedures.
- Children experience warm, patient and kind care from staff.
- Staff and the manager valued their relationship with families.

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 thrive and develop in quality spaces	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 in the setting's work and some aspects which could benefit from improvement.

We found the manager of the service to be visible, approachable and accountable, which contributed to a positive and supportive ethos across the service. One parent told us "The staff are wonderful and the managers are excellent". The manager had a clear vision for improvement and demonstrated commitment to supporting positive change. They spoke openly and reflectively about the challenges the service had experienced in recent months and showed insight into the impact this had on children, families and staff. This gave us confidence in the service's capacity to improve.

Approaches to self-evaluation were beginning to develop and staff had started to engage with a Quality Improvement Framework, using challenge questions to reflect on practice and inform improvement activity. A live improvement plan was established by the manager and depute, which helped to identify priorities and support ongoing development. The manager continued to identify and plan for both short- and long-term improvement goals. Families' views were sought and valued to help inform the delivery and development of the service. One parent told us the service "are open to feedback and always improving - both in terms of policies and physical space".

While some designated improvement and champion roles had been affected by staffing changes, the manager and depute had begun to reinforce that improvement was a shared responsibility across the whole staff team. Over time, this should help to build a stronger culture of accountability and continuous improvement, leading to more consistent experiences for children and families.

Quality assurance and monitoring processes were effective when fully implemented and were beginning to provide the manager with better oversight of practice. New monitoring systems within each room and planned one-to-one meetings should help to strengthen support for staff and contribute to more consistent improvement across the service. Recruitment processes were in line with safer recruitment guidance, helping to promote children's safety and wellbeing.

The service's progress in taking forward improvement had been affected by significant staff changes. This had reduced the service's ability to embed and sustain new initiatives and had also affected the pace of quality assurance activity since January. The manager and team should now focus on a small number of key priorities and take forward realistic, manageable steps for improvement. This should support a more consistent approach and help to ensure that changes are fully embedded over time.

We discussed with the manager the need to strengthen oversight of Scottish Social Services Council registration requirements while reinforcing staff responsibility for maintaining their own registration. As the staff team becomes more settled, staff should have access to meaningful training and development opportunities that reflect the services priorities. This approach will support high quality outcomes for children and their families.

Children thrive and develop in quality spaces 4 - Good

Quality Indicator: Children experience high quality spaces

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.

Since the previous inspection, the provider and manager had made improvements which resulted in the playrooms feeling more welcoming and homely. One parent told us "The actual feel and atmosphere of the nursery is warm and loving and clean". The removal of the staff room and office area from the mighty oak's playroom had created a more open and inviting space for children. This had also reduced unnecessary traffic through the room and lessened previous disruption to children's play. The basement area was also better organised, contributing to a more orderly environment and supporting safer storage and use of resources. Together, these improvements helped children to experience a calmer, safer and more purposeful environment for play and learning.

Resources across the three play spaces were more accessible and supported a broader range of play and learning experiences. As a result, children were able to move more freely, settle more easily and engage for longer in their chosen play.

Children experienced more meaningful access to the outdoor area and garden. During the inspection, most children chose to spend extended periods outdoors exploring the mud kitchen, painting, climbing and engaging in imaginative play. This supported active play, choice and enjoyment. The service had created a new outdoor garden for children under two years of age. This provided younger children with a dedicated space to play and explore outdoors, supporting their curiosity, wellbeing and early sensory experiences. One parent told us my child "has been to play in the garden regularly and they enjoy this so much. They love exploring the different areas of the garden".

Infection prevention and control arrangements had improved. Handwashing facilities within playrooms supported more effective routines for children and staff, and ventilation in the changing area was now working effectively. Staff practice in this area was supporting children's health and wellbeing well, including appropriate cleaning routines for sleep mats and surfaces. These improvements helped to promote a safer and healthier environment.

The service should now continue to strengthen the indoor environment by extending children's access to natural and sensory materials, including opportunities for sand and water play indoors as well as outdoors. The provider and manager should also continue to develop play spaces in line with their proposed plans. The safety of the front entrance should be improved through the installation of a planned second gate.

Children play and learn

Quality Indicator: Playing, learning and developing

We evaluated this quality indicator as adequate where strengths just outweighed the weaknesses.

During the inspection, children were able to lead their own play within the playrooms and resources were arranged to support choice and independence. Children also benefited from opportunities to engage in risk-benefit play outdoors, which supported confidence, physical development and enjoyment. Staff were developing links with the wider community through visits to the fire station, local shops and a care home. These experiences had the potential to broaden children's learning and increase their understanding of the world around them. One child told us "I love it when I go to the play park and go to the library".

Most staff engaged warmly with children, interacted at their level and joined in play to support enjoyment and participation. The team should now consider the balance between child-led experiences and well-planned adult-initiated opportunities which extend learning. While we saw some evidence of this in floor books and learning journals, it was not yet consistently evident in practice during the inspection. As a result, opportunities to build on children's interests, scaffold learning and provide appropriate challenge were not yet sufficiently well developed. This meant that some children were not consistently being supported to deepen their thinking or make the best possible progress in their learning.

The team should now strengthen staff knowledge and confidence in scaffolding and extending children's thinking. There was a need for staff to consider how children were appropriately challenged in each room, taking account of their stage and individual needs. This would help to improve the quality of interactions and support more purposeful learning experiences.

Planning should now be a key priority for the team. Significant changes within the staffing team, including changes in room leadership, had impacted on planning processes. We found gaps and inconsistencies across FAMLY records, floor books and individual planning sheets. The team should now review and streamline planning and recording systems to ensure a more consistent standard across all rooms. Staff should consider what is the "spark" when planning for individual children and groups of children, so that experiences arise more clearly from observations, children's interests and emerging learning. This will support children's experiences to be better aligned to their stage of development and support sustained progress over time.

Sampling of observations across all rooms showed gaps in learning journeys. While group and room activities were shared on the newsfeed and gave parents a general overview of what children had been doing, this did not provide sufficiently individualised or evaluative evidence of children's development and progress. Recording should now show more clearly why learning matters, what children are gaining from experiences and what staff will do next as a result. In addition, only one next step had been identified when children were selected as a focus child. This did not demonstrate sufficient depth, breadth or challenge in relation to children's individual stages of development. The manager and team should improve the quality of observations, learning journeys and next steps so that planning more clearly reflects children's progress and supports continuity in learning.

Areas for improvement

1. To improve outcomes for children, the provider should now strengthen planning, observations and next steps across the service. This should help staff to better identify and respond to children's individual progress, provide greater depth and challenge in learning, and ensure that children's play and learning experiences are consistently informed by their interests and emerging needs.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS), which state that "I am supported to achieve my potential in education and employment if this is right for me" (HSCS 1.27) and "As a child, my social and physical skills, confidence, self-esteem and creativity are developed through a balance of organised and freely chosen extended play, including the use of open ended and natural materials" (HSCS 1.31)

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.

We found staff were warm, patient and kind during our inspection. One parent told us "The staff are brilliant and always so warm and welcoming. They greet us each morning with a smile, which makes a real difference". Care routines were generally responsive to children's needs. Staff provided safe and sensitive care, guided by children's wishes and parental requests, ensuring children's right were respected. However, we highlighted with the manager that staff were at times too task focused. This resulted in some missed opportunities to provide more individualised care and support. The manager was aware of this and had begun to put support in place for staff.

Most children experienced mealtimes that were calm, unhurried, and sociable. Mealtime experiences had improved in the 2-3 room since the previous inspection. Snacks and breakfast mealtimes were calm, relaxed and sociable experiences which supported children's wellbeing and relationships. Children were also able to enjoy eating both indoors and outdoors. The service should now continue to review changes to meal preparation to ensure that these support children effectively and are implemented consistently across the setting, particularly in the baby room. During the inspection, leaders had already identified that a recent change to meal arrangements had not been effective and had taken action to amend this.

We sampled medication procedures and found that forms and policy were in line with best practice guidance. One discrepancy was identified for the manager to follow up in order to support safe and consistent practice. This was actioned immediately and resolved by the end of our inspection visit.

The team demonstrated a strong understanding of the importance of transitions and the impact these may have on children and their families. Transitions were planned in a child centred and responsive way, reflecting the individual and evolving needs of children.

Relationships with families were strong. Children and families experienced relaxed arrivals and departures from each playroom, and family feedback was welcomed and considered by the service. Events such as parent, grandparent and family fun nights helped to strengthen relationships and support a positive sense of community. These approaches contributed to children and families feeling welcomed, respected and increasingly connected to the life of the service. One parent told us "I feel the Kirktonholme has a very family orientated environment where all staff know and care for the each child."

Every child attending had a personal plan in place. We found personal plans contained relevant core information about children's individual needs, interests, and preferences. Families created "What matters to me" documents with staff during the settling in process. While SHANARRI documentation was in place, some plans were too generic and did not clearly reflect children's individual needs, changing circumstances or agreed strategies to support wellbeing and development. The provider and manager should now support staff to review personal plans more effectively, reducing unnecessary repetition and recording more clearly what has changed, what this means for the child and how staff will respond in practice.

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

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

Children thrive and develop in quality spaces	4 - Good
Children experience high quality spaces	4 - Good

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

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