Carrick Nursery
Day Care of Children

Carrick Nursery
119 Hamilton Road
Glasgow
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Telephone: 01417373746

Type of inspection:
Unannounced

Completed on:
16 July 2026

Service provided by:
Valerie Zecchino trading as Carrick Nursery

Service provider number:
SP2007964433

Service no:
CS2007145644

About the service

Carrick Nursery is a day care of children service which is situated in Mount Vernon in the east of Glasgow. The service is registered to provide care for a maximum of 75 children at any one time. Of which, no more than 12 are aged under two years; no more than 20 are aged two years to under three years and no more than 43 are aged three years to those not yet attending school.

The service is situated close to local shops, public transport links and other amenities including a large local park. At the time of the inspection 51 children were in attendance on the first day and 53 on the second.

About the inspection

This was an unannounced inspection which took place on 15 and 16 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 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
- Spoke with staff and management
- Reviewed feedback from 14 families using the service
- Observed practice
- 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, improvements were identified relating to core assurances. We have reported where improvement is necessary within Leadership and Children are supported to achieve.

Key messages

- Improvements to quality assurance processes would further strengthen outcomes for children.
- Further improvements to safeguarding procedures should be made to protect children from harm.
- Children are cared for in a well maintained, warm and welcoming environment.
- Children had daily opportunities for outdoor play to support their well-being.
- Children were settled, happy and confident in their environment.
- Improvements should be made to the administration and storage of medication to promote children's health.
- Children are cared for by warm, loving and compassionate staff.
- Staff interactions were playful, meaningful and responsive to children.

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	3 - Satisfactory / Adequate
Children thrive and develop in quality spaces	5 - Very 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 3 - Satisfactory / Adequate

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

Quality Indicator: Leadership and management of staff and resources.

Staff were approachable, friendly, and professional throughout the inspection. The appointment of the new manager was managed sensitively and supported stability within the leadership team. Management and the provider demonstrated commitment to continuous improvement and enhancing outcomes for children. This supported a positive culture and helped promote children's wellbeing, learning, and development.

The service's values, vision, and aims had recently been refreshed in partnership with staff and families as part of the improvement plan. These were clearly displayed and promoted a shared understanding of how children should be supported to feel safe, valued, and confident to explore their environment. The values, vision, and aims were reflected in daily practice, where children experienced a stimulating and nurturing environment that promoted learning, confidence, and wellbeing. This helped children feel secure, respected, and confident.

Self-evaluation processes had begun to influence improvements across the service. Feedback from parents led to changes, including an open evening, increased outdoor learning opportunities, and weekly sharing of lunch menus. These improvements demonstrated that families' views were valued and acted upon. This strengthened partnerships with families and helped ensure the service responded to the needs of children. One parent shared, "The nursery always welcomes my feedback and makes me feel that my views matter. I feel listened to, respected, and confident that any feedback I give is valued." The manager shared that recent training from Glasgow City Council would further support continuous improvement and increase the involvement of children, families, and staff in shaping the service. This would help ensure improvements remained relevant and continued to enhance outcomes for children.

Quality assurance processes were in place and covered areas including medication, accidents, incidents, and policy reviews. These processes supported children's safety, wellbeing, and care. While monitoring systems had been established, further development was required to strengthen their effectiveness. Improvements were needed in the analysis of audit findings to ensure gaps were identified promptly and addressed appropriately. We also discussed how more robust monitoring across the service would provide a clearer overview of strengths and areas for development. This would help promote greater consistency and enhance outcomes for children's learning, wellbeing, and development. An area for improvement was made to address this. **(See Area for Improvement 1)**.

During the previous inspection, concerns were identified regarding child protection systems and processes. These included how information and concerns were gathered, accessed, and stored to safeguard children's welfare. A requirement was made to address these issues. Improvements had been made, including the introduction of chronologies and clearer processes for storing and managing information. These changes strengthened safeguarding arrangements and supported children's safety and wellbeing. However, further development was required to ensure greater consistency in practice. An area for improvement was therefore made to support continued progress. **(See Area for Improvement 2).**

Staff were recruited safely and in line with current guidance and legislation. Records sampled demonstrated that appropriate checks had been completed to ensure staff were suitable to work with children. This supported children's safety, wellbeing, and protection. Staff used the National Induction Resource alongside the service's induction procedures, helping them understand their roles and responsibilities. This supported consistent practice and effective responses to children's individual needs.

Areas for improvement

1. To support ongoing improvement within the service, the provider and manager should continue to further develop quality assurance procedures.

This should include but not be limited to, robust monitoring, analysis and evaluation of accidents, incidents and medication.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes.' (HSCS 4.19)

2. To ensure children are safeguarded, the provider should ensure that staff have the skills, knowledge and experience to protect children from harm.

This should include but not be limited to staff being competent and knowledgeable about national, local and the services' own child protection procedures.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'I am protected from harm, neglect, abuse, bullying and exploitation by people who have a clear understanding of their responsibilities.' (HSCS 3.20)

Children thrive and develop in quality spaces — 5 - Very Good

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.

Quality Indicator: Children experience high quality spaces.

Children were cared for in a warm, bright, clean and welcoming environment. Children's safety was promoted through secure entry systems and enclosed outdoor spaces. Staff carried out daily indoor and outdoor checks to identify and address potential risks. These effective routines helped ensure children accessed safe environments that supported their health, safety, wellbeing, and enjoyment.

Children across all playrooms had free-flow access to well-maintained outdoor spaces. These areas provided a variety of experiences that supported play, learning, and development. Opportunities included climbing, arts and crafts, sensory play, water play, and exploring mud kitchens. Regular access to outdoor play helped children develop physical skills, social skills, and confidence in managing risk safely. One parent commented:

"The outdoor experiences at the nursery are fantastic. The children have enjoyed things like bouncy castles, paddling pools, water play, and spending time in the amazing outdoor garden. The garden is such a wonderful space, with so many opportunities for the children to explore, play, and learn."

Children played and developed in a well-maintained, thoughtfully organised environment. Resources were easily accessible and supported children to make decisions and act independently within the safe boundaries of the play spaces. A variety of resources reflected children's individual needs and interests, including books, puppets, block play, small world resources, and construction materials. These experiences promoted literacy, numeracy, creativity, and problem-solving skills.

A variety of risk assessments were in place and supported children's health, safety, and wellbeing. These incorporated risk-benefit approaches and included children's views, demonstrating meaningful involvement in decision-making. This helped children develop their understanding of risk and how to keep themselves safe. This was further enhanced through a project in the 3-5 room based on the Care Inspectorate's SIMOA campaign. Children identified risks within their outdoor environment and created their own "golden rules". They then shared these with younger children, helping to build awareness of safety and responsible risk-taking. This promoted confidence, responsibility, leadership skills, and the ability to assess and manage risk appropriately.

Children's personal care needs were met in clean, well-maintained changing areas. Staff consistently followed infection prevention and control procedures throughout the setting. This included effective hand hygiene, safe nappy changing practices, and appropriate application of sun cream. These approaches helped protect children's health, safety, and wellbeing. Prompt attention to maintenance issues ensured children accessed a safe and comfortable environment. As a result, children benefited from high standards of care that supported their wellbeing, comfort, and overall health.

Children play and learn 4 - Good

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.

Quality indicator: Playing, learning and development.

Children were settled, happy, and engaged in play throughout the inspection. They accessed well-organised resources independently, supporting choice, confidence, and engagement in their interests. Sensory experiences encouraged exploration of different smells, textures, and colours, promoting curiosity and investigation. A well-resourced construction area supported collaborative play, problem-solving, language, and mathematical development. Resources were of good quality and included inviting spaces. The book corner provided comfortable furnishings, age-appropriate books, puppets, and photographs that promoted language and early literacy skills. We identified opportunities to enhance some areas further. For example, the home corner contained limited real-life materials, such as telephones, notebooks, and cleaning equipment, and some dolls required replacement. Improvements in these areas would further support imaginative play, communication, creativity, and social development.

Interactions were responsive and meaningful, with staff engaging warmly and playfully throughout the day. Staff effectively supported language and literacy development through age-appropriate questioning, commenting, and narration. This helped children remain engaged and extended their thinking and communication skills. Literacy development was further promoted through responsive practice.

For example, when children showed an interest in writing during a story session, staff promptly provided pens and paper to build on their interests. This encouraged early writing skills, creativity, and confidence in expressing ideas.

New planning approaches were being developed to strengthen learning, teaching, and assessment and improve outcomes for children. These formed part of the service improvement plan and included clear commitments to enhance experiences, planning, tracking, and next steps. The recently appointed manager had carefully considered the pace of change to support sustainable improvement. As a result, these developments had not yet been fully implemented. We were reassured that plans in place had the potential to strengthen learning experiences and improve outcomes for children.

Although planning changes were underway, children's learning continued to be shared through an online platform. This helped families stay informed about their children's experiences and development. One parent shared, "From the pictures it is evident that my child is involved in a range of activities throughout the day. She has also had opportunities to go outside the nursery on a trip to the local petting zoo and library". Observations we sampled varied in quality and consistency. We discussed this with the manager and the improvement plan commitments should strengthen observation and assessment practice. This would provide a clearer understanding of each child's learning journey and support more personalised learning and development opportunities.

Children are supported to achieve 4 - Good

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.

Quality indicator: Nurturing care and support.

Children were cared for by warm, caring, and attentive staff who responded sensitively to their needs. Staff offered comfort, reassurance, and affection when appropriate, helping children feel safe, secure, and valued. One parent shared, "My child has settled well at the nursery. My child seems to light up when we say the staff members name or in their presence. This shows that they have developed a bond". Positive relationships were evident and supported children's emotional wellbeing and confidence. Most staff demonstrated a good understanding of the children in their care. Recent room moves and changes to personal planning systems meant some staff were still developing knowledge of individual children's needs, preferences, and support strategies.

Personal care routines were carried out respectfully, and children's privacy and dignity were upheld. Children were invited to have their care needs met, with staff seeking permission before wiping noses, washing faces, or applying sun cream. This demonstrated respect for children's rights, choices, and preferences. As a result, children felt comfortable, valued, and secure within the setting.

Children experienced relaxed, unhurried, and sociable mealtimes across the service. Nutritious home-cooked meals were provided, supporting children's health and wellbeing. Children were encouraged to serve themselves, pour their own water, and tidy away plates and cutlery. These opportunities promoted confidence, independence, and self-help skills. They also helped children develop a sense of belonging and responsibility. At times, mealtimes became task-focused, resulting in missed opportunities to extend social interactions and language development. We discussed how a greater focus on interactions during mealtimes would further support children's language, communication, and social skills.

At the previous inspection, we made an area for improvement to ensure medicines were stored and managed in line with best practice guidance. We found that improvements had been made and medicine management processes had strengthened. However, further improvements were required to medication recording procedures to reduce the risk of errors and further protect children's health, safety, and wellbeing. For further information, refer to the "Outstanding Areas for Improvement" section of this report.

Personal plans were in place and were being transferred to a new format. They provided useful information about children's likes, dislikes, and care needs. This helped staff understand children's preferences and support their wellbeing. The new format showed the service's commitment to strengthening personal planning and monitoring children's progress. We discussed opportunities to further develop plans by increasing evaluative information and recording the impact of support strategies. This would help demonstrate how information gathered from families informed individual planning, supported developmental progress, and improved outcomes for children..

The service worked to build and maintain positive relationships with families. Families received a warm welcome and staff shared meaningful information about their children during drop-off and collection times. This promoted positive partnerships and supported consistency between home and the setting. One parent commented, "I completely trust all of the staff at the nursery. They are always friendly, keep me fully informed, and truly understand my child's individual needs. It genuinely feels like we're working together in partnership. I know I can approach the staff and management with any questions or concerns, and they are always supportive, understanding, and willing to help. Their care and communication make a real difference, and I feel reassured knowing my child is in such capable hands".

What the service has done to meet any requirements we made at or since the last inspection

Requirements

Requirement 1

By 16 February 2026, the provider must ensure that children are safe and protected from harm.

To do this, the provider must, at a minimum:

a) ensure robust child protection processes and systems are in place for gathering and storing information of protection concerns
b) ensure that children's chronologies contain clear details of child protection concerns and action taken to safeguard children.

This is to comply with Regulation 4(1)(a) (Welfare of users) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations f2011 (SSI 2011/210).

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)

This requirement was made on 4 December 2025.

Action taken on previous requirement

Management had introduced systems to gather and store information securely. Information was stored electronically, supporting confidentiality and improving access to records when required. Chronologies were in place and recorded relevant information, concerns, and actions taken to safeguard children.

These improvements strengthened safeguarding processes and supported children's safety and wellbeing. As a result, some aspects of the previous requirement had been met. However, we identified areas requiring further development and therefore made an area for improvement to address outstanding issues. We discussed the need for clearer systems to support staff in gathering and recording information, including training and a clearer child protection policy. This would promote greater consistency in practice and help ensure safeguarding concerns were identified, recorded, and acted upon appropriately.

Met - outwith timescales

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

To support the health and wellbeing of children, the manager should ensure that medicines are stored and managed in accordance with best practice guidance.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

"Any treatment or intervention that I experience is safe and effective" (HSCS 1.24)

This area for improvement was made on 4 December 2025.

Action taken since then

Management had taken steps to improve medication administration and storage. This included regular audits to ensure medicines were in date and still required. Recording systems had also been updated to better reflect best practice guidance, including documenting when a child refused medication. These improvements strengthened medication management and supported children's health, safety, and wellbeing. However, some inconsistencies remained.

Not all medication forms contained parent signatures, and some storage boxes included incomplete information. We discussed how addressing these issues would improve consistency, strengthen record keeping, and help ensure medicines were managed safely and effectively. This would provide greater assurance that children received the correct medication at the right time, supporting their health, safety, and wellbeing.

This area for improvement has not 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	3 - Satisfactory / Adequate
Leadership and management of staff and resources	3 - Satisfactory / Adequate

Children thrive and develop in quality spaces	5 - Very Good
Children experience high quality spaces	5 - Very 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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