Bright Starts Nursery Thornliebank
Day Care of Children

8 Spiersbridge Way
Spiersbridge Business Park
Thornliebank
Glasgow
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Telephone: 01412374300

Type of inspection:
Unannounced

Completed on:
28 August 2025

Service provided by:
Bright Starts Nursery (Thornliebank) Ltd.

Service provider number:
SP2010010955

Service no:
CS2010238287

About the service

Bright Starts Nursery Thornliebank is provided by Enchanted Forest Limited and is registered as a day care of children service to provide a service to a maximum of 103 children at any one time. The conditions of registration are; To provide a care service to a maximum of 103 children: 30 children under two years, 25 children two years to under three years and 48 children three years to those not yet attending primary school.

At the time of the inspection 60 children between the ages of eight months and four years were using the service.

About the inspection

This was an unannounced inspection which took place on 25 and 27 August 2025 between 09:00 and 16:30. 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.

In making our evaluations of the service we:

- spoke with the manager and depute
- spoke with six members of staff
- observed staff practice and daily life
- reviewed documents
- received feedback from nine parents/carer.

Key messages

- Staff demonstrated strong relationships with children and families, and adapted their approaches to meet individual needs.

- Whilst progress had been made in areas such as outdoor play and observation practices, further development is needed to ensure consistency and to strengthen learning opportunities across all areas.

- Children benefited from a calm, well-organised, and nurturing environment that supported their emotional wellbeing, independence, and engagement in play.

- The management and staff team demonstrated a commitment to improvement through open engagement with the inspection process, good communication, and inclusive leadership.

- The management and staff team created a friendly and respectful place where everyone worked well together. This helped children feel safe and happy, and made staff feel supported and appreciated.

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?	4 - Good
How good is our staff team?	4 - 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.

Quality indicator 1.1: Nurturing care and support.

Children were happy and settled in the setting. Staff interactions were warm, nurturing and mostly responsive. Staff demonstrated an understanding of children's individual verbal and non verbal cues, including recognising specific sounds. This supported responsive care and promoted children's comfort and wellbeing. One parent commented: "The staff have quite a personal touch which is comforting."

Staff knew children and families well and used this knowledge to support children's emotional and developmental needs. They understood children's preferences, how to comfort them, and how to support their play. One member of staff told us: "As a key worker it is our responsibility to ensure we can build the trust and form a caring and supportive relationship with all of our families so help them feel reassured and able to approach me if there is anything they would like to discuss." Good communication among staff ensured that routines such as nappy changing and sleep times were carried out consistently and sensitively, contributing to an overall positive experience for children.

Personal plans were in place for all children and had been completed in partnership with parents. These plans contained relevant information to support staff in ensuring children's health, wellbeing and emotional needs were met. One parent told us: "The staff always communicate how my child is doing on a regular basis every time I pick them up, and also regular updates on the app with pictures which is so nice to see." We discussed with the management team how a more consistent approach to monitoring of personal plans would ensure that children's individual targets and strategies were recorded consistently. This would ensure children continue to receive care and support that is right for them.

Medication procedures were in place and followed best practice guidance. Individual medical care plans were in place and contained relevant information. This supported staff in keeping children safe, ensuring they were clear in their responsibilities. As a result, children's health needs were met.

Mealtimes were relaxed and well-managed. Staff encouraged children to serve themselves, promoting independence and choice. Staff sat with children to supervise and support them, creating a calm and social atmosphere. Responsive supervision was evident, with staff redeployed as needed to ensure children received appropriate support. Staff adapted approaches to ensure children's individual needs and preferences were met. This demonstrated inclusive care, and staff worked in partnership with parents to support needs.

The settling-in process was well planned and supported children and families to feel secure. Home visits and settling sessions were offered, allowing children to become familiar with the environment and staff at their own pace. One parent told us: "Prior to joining, we were asked my child's favourite songs and detailed questions on their likes/dislikes." This contributed to positive transitions and helped children settle confidently into the service.

Relationships with families was a strength of the service. Staff and parents told us of recent initiatives that were in place to allow families to come along and spend time with their children in the setting.

This included 'stay and play' and 'come and eat with us' sessions. One parent told us: "There are plenty of sessions where parents are invited in. There was recently a food session were we had the option to join in for lunch. The nursery hosted a great open day with a fantastic turnout and range of activities for all to participate in. The staff were very welcoming and it was a great way to see all of the nursery again." As a result, parents felt included in their child's care and learning

Quality indicator 1.3: Play and learning

Children were having fun and making choices in their play. This helped build independence and confidence. Activities including water play, colour matching, and sand play encouraged curiosity and supported early learning in areas such as problem-solving and coordination.

Children went outdoors regularly, although this was mostly planned due to the building layout. Staff told us children were regularly asked if they wanted to go outside, with staff facilitating this. Since the last inspection some improvements had been made to the quality of resources available for children. We discussed with the management team how further development of planned experiences and provocations outdoors would enhance children's play and learning. This was noted as an area for improvement in the service's development plan.

Planning processes were in place and staff were in the early stages of using a tracking system to assist them in identifying possible targets and monitor individual progress. We discussed with the management team how staff should continue to be mindful of children's individual interests and consider how these are taken forward and recorded. This will ensure children continue to learn in a context that is meaningful to them.

New paperwork had been introduced to support staff in completing meaningful observations of children's play and learning, however the quality of information and recording of next steps in learning was not consistent across the staff team. The management team were aware of this and this had been identified through playroom monitoring. To support staff to plan effectively for children we would encourage the management team to continue to monitor and provide support to staff where needed.

Children had some good opportunities to connect with their local community. For example, children regularly visited the library and local parks. Staff spoke positively about a new Forest School initiative that had recently been established within a local park. This enhanced children overall experience and promoted a sense of belonging.

There were some opportunities for children to develop their skills in early literacy and numeracy, however these could be strengthened across all areas of the setting. This would further support children to build important skills through everyday play.

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.

Quality indicator 2.2: Children experience high quality facilitates

Children benefited from quality spaces that were clean, bright, and thoughtfully arranged.

The environment was free from clutter, which helped create a calm and inviting atmosphere that supported children's focus and engagement. Furnishings were of good quality and appropriately sized, contributing to a safe and comfortable setting that met the needs of the children. One parent commented: "The nursery itself is lovely, very big nursery but always extremely clean and all the furniture & toys are clean and not damaged".

The use of calming music and soft lighting helped establish a warm and welcoming ethos, which was appreciated by both children and families. This sensory approach supported emotional wellbeing and helped children settle into the environment with ease. Cosy areas were created using rugs, cushions, and canopy arches, offering children inviting spaces to rest and relax. These areas were particularly valuable in supporting children's emotional regulation and providing opportunities for quiet time, which contributed to a balanced and nurturing daily experience.

Play spaces were designed with children's developmental stages in mind. Resources were easily accessible, encouraging self-selection and promoting independence and choice. This approach supported children to engage in their play and learning. Whilst the environment was well resourced and mostly supported children's development there was scope for further enrichment both indoors and outdoors. We discussed with the management team how continued development of spaces for children and enhancement of resources would help deepen children's learning experiences and provide greater breadth and depth across the curriculum.

Children were kept safe through a variety of measures. This included detailed risk assessment and the appropriate storage of personal information. Infection prevention and control measures were embedded in daily routines. Staff consistently supported children to follow good hand hygiene practices, particularly before and after meals and when returning indoors from outdoor play. These routines promoted children's understanding of personal care and helped maintain a healthy environment.

How good is our leadership? 4 - Good

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

Quality indicator 3.1: Quality assurance and improvement are well led

The management and staff team engaged positively with the inspection process and demonstrated an open attitude to improvement. They welcomed feedback and acted on advice, showing a clear commitment to developing the service in ways that would benefit children and families.

Methods of communication including, daily 'huddle' meetings ensured staff were kept informed and contributed to a shared understanding of priorities. Staff spoke positively about the support they received, including regular one-to-one check-ins that promoted wellbeing and helped them feel valued. One member of staff told us: "Management are amazing and very easy to talk to when needed. They regularly check in with staff in 1-1 to ensure welling needs are met." This inclusive approach contributed to a motivated team and supported consistent care for children.

Self-evaluation processes were in place and contributed to ongoing service development. Staff had designated areas of responsibility and were involved in evaluating practice through team discussions and meetings.

One member of staff commented: "I help assess what is working well and what could be developed. Being part of self-evaluation fosters a culture of ongoing professional development and quality enhancement." This helped build ownership and accountability across the team.

Quality assurance processes were carried out regularly, however, some approaches to monitoring lacked depth. We discussed with the management team the importance of the manager having a good oversight of current quality assurance and monotiling documents. This will ensure quality assurance is aligned with practice and allow gaps to be identified quickly. As a result, evaluations will accurately reflect day-to-day practice and spaces for children, leading to improved outcomes.

An improvement plan was in place and reflected the current priorities of the service. Progress had been made since the previous inspection, particularly in strengthening staff involvement in self-evaluation. However, some areas still required further development, including improving the quality of personal plans and enhancing the learning environment. Further developing and embedding these areas will better support children's overall experience.

Families felt involved in shaping the service. A range of methods were used to gather feedback, including verbal discussions, written suggestions, and digital communication. Parents told us they felt listened to and included, with one parent commenting: "We are always encouraged to give feedback and our ideas how to improve the nursery for best of my child". This helped strengthen relationships and supported continuous improvement.

How good is our staff team? 4 - Good

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

Quality indicator 4.3: Staff deployment

The management and staff team created a friendly and welcoming environment for children and families. Staff told us they felt listened to and both personally and professionally supported by the management team. One member of staff told us: "We are always helped in our role with activity ideas or just day to day support." As a result, staff felt valued.

Staff communicated well with each other throughout the day, ensuring key information to support children's overall wellbeing was passed on to relevant members of the team. Staff treated each other and the children with respect, which helped build positive relationships.

The service was appropriately staffed to meet the needs of the children. Staff breaks were well-planned and managed to minimise disruption to routines. One parent told us they were "always met with multiple staff members who are committed to caring for the children." Management were available to support during busier times of the day including lunch time. This contributed to a consistent approach and ensured continuity of care for children across their day.

Recent growth of the staff team had resulted in changes to staffing within playrooms. A good mix of experience and skills was evident across the team. Staff told us they knew each other well, and knew each others strengths and areas where further support was needed.

We discussed with the management how more targeted mentoring between staff could further support sharing of good practice in areas including planning, observations, and learning stories. This will help staff grow in confidence and support consistent practice, improving outcomes for children.

A clear induction process supported new staff. This included time for training, reading policies, and gradually getting to know each room and their responsibilities. Staff spoke positively about the induction, saying they felt well-prepared and supported by their colleagues and management team. One member of staff told us: "A mentoring programme ensures that the staff feel supported within their role and includes monthly meetings for qualified staff and weekly meetings for apprentices over the course of 12 weeks which then leads onto monthly meetings".

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 children's wellbeing, learning and development, improvements should be made to the planning for play and learning processes. Children's ideas, wishes and interests should inform planned play experiences and should be evident within the observation, assessment and planning cycle.
The provider, manager and staff should ensure that information about children's development and learning is consistently recorded and shared with parents.

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

'I am supported to achieve my potential in education' (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 using open-ended and natural materials' (HSCS 1.31).

This area for improvement was made on 27 April 2023.

Action taken since then
A new formal system of planning was in place. Staff were in the early stages observing and recording children's progress. and using this to plan meaningful experiences for children. Staff shared observations and details of children's targets with parents via online learning journals. As a result, this area for improvement has been met.

Previous area for improvement 2

To ensure children receive uninterrupted high quality, developmentally appropriate play and learning experiences and experience positive interactions with staff, the management team should support staff to develop their skills, knowledge and understanding of inviting, stimulating play opportunities. To do this, the provider should, at a minimum:

a) Arrange a programme of training to support staff to improve their knowledge and understanding of relevant early learning and childcare theory and practice. This should include but is not limited to Education Scotland's Realising the ambition: Being me, child development theory and how to effectively observe children and plan for children's play and learning experiences. This will ensure children receive responsive care and support from staff.

b) Improve the quantity and quality of play resources available to children to ensure they are provided with sufficient opportunities to engage meaningfully with their play and learning environments.

c) Ensure that staff, parents and visitors are not entering the Tweenie room as an access route to other parts of the building. This will limit disruption to children's play and support their right to privacy.

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

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 using open ended and natural materials' (HSCS 1.31).

This area for improvement was made on 27 April 2023.

Action taken since then

Staff had taken part in various training throughout their time in the service. This had impacted positively on outcomes for children. New resources had been purchased and were of good quality. Whilst staff should continue to build on the provision, this area for improvement has been met.
A new one way system is in operation, ensuring that parents and visitors do not used playrooms as a short cut. As a result, this area for improvement has been met.

Previous area for improvement 3

Management and staff should recognise that some children have a preference for learning outdoors and should minimise the barriers for children accessing the outdoor play space. Management and staff should also review and improve the quality of the outdoor garden space and should develop planning systems that include planning for daily outdoor play and learning experiences within the setting and beyond.

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

'I can choose to have an active life and participate in a range of recreational, social, creative, physical and learning activities every day both indoors and outdoors' (HSCS 1.25)

And

'As a child, I play outdoors every day and regularly explore a natural environment' (HSCS 1.32).

This area for improvement was made on 27 April 2023.

Action taken since then

New resources have been purchased and large pieces of furniture including an outdoor classroom, water and sound wall have been added to the outdoor area. This has enhanced the quality of experiences available for children outdoors. Whilst the layout of the building does not fully support free flow access for all children, staff are attuned to children's cues and facilitate outdoor play regularly. As a result, this area for improvement has been met.

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	4 - 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?	4 - Good
3.1 Quality assurance and improvement are led well	4 - Good

How good is our staff team?	4 - Good
4.3 Staff deployment	4 - Good

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