# Bright Starts Glasgow
# Day Care of Children

47 Glentanar Road
Balmore Industrial Estate
Glasgow
G22 7XS

Telephone: 0141 573 0554

**Type of inspection:**
Unannounced

**Completed on:**
6 May 2026

**Service provided by:**
Bright Starts Nursery (Balmore) Ltd.

**Service provider number:**
SP2010011273

**Service no:**
CS2010275624

## About the service

Bright Starts Glasgow is a day care of children service in the north of Glasgow. The service operates from renovated premises located in an industrial estate. The early learning and childcare service is in partnership with Glasgow City Council to provide commissioned places for children aged between three and five years and eligible two-year-olds.

The service can accommodate a maximum of 124 children. The age range of children is 12 aged zero to two years, 24 children aged two to three years and 56 children aged three years to those not yet attending primary school. The service is registered to provide an after school service however is no longer providing this service. At the time of our inspection there were a total of 57 children present on the first day and 66 children present on the second day.

The two-storey building has a number of bright and spacious playrooms including a room for mealtimes for older children. Children have direct access to outdoor play areas for physical play and outdoor learning. There is a reception area, family room and changing and toilet facilities for children and office, catering and staff facilities. The service is close to schools, transport routes, shops and community services.

## About the inspection

This was an unannounced inspection which took place on 5 and 6 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
- reviewed feedback from nine parents and carers whose children attend the service
- reviewed feedback from two staff members employed in the service
- spoke with management and staff
- observed practice and staff interactions with children
- reviewed documents.

## Key messages

- Children experienced warm, nurturing care and felt safe, secure and valued.
- Children were confident, happy and engaged in play.
- Planning supported children's progress, a more responsive, child-led approach could improve engagement and outcomes for children.
- Quality assurance processes would benefit from further development to consistently support children's health, safety and wellbeing.
- Self-evaluation supported ongoing improvements with evidence of positive changes.
- Personal plans had improved and included parental involvement, with some opportunities to develop these further.
- Improvements to staff deployment and teamwork had strengthened children's safety and wellbeing.

## 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

**We evaluated this heading as good, where there were important strengths within the setting's work and some aspects which could benefit from improvement.**

**Leadership and management of staff and resources**
The service's vision, values and aims were reflected in practice, supporting a positive, nurturing and inclusive environment for children. Children were provided with hugs and smiles, had fun and had opportunities for active and challenging play opportunities. The service were reviewing their vision, values and aims in consultation with children, families and staff. This has the potential to further strengthen shared ownership and a sense of belonging.

Self-evaluation processes supported management and staff to identify improvements and ongoing developments across the setting. We observed progress in the organisation of play environments, opportunities for children's play and learning and improvements to mealtime experiences.

Staff and families contributed their views through 'three stars and a wish' and there was evidence this informed practice, for example through regular updates of children's learning. The service should continue to strengthen self-evaluation by increasing opportunities to include children's views. For example, when making changes to playroom environments to support children's rights in shaping and developing their nursery.

Auditing was carried out across a range of areas to include medication, accidents and incidents and children's observations. We discussed with management these systems could be strengthened further to support improvements we identified within medication, accident and incidents, safeguarding records and risk assessments. This has the potential to support children's health, safety and wellbeing. Management agreed and we were confident this would be taken forward.

At our previous inspection we made an area for improvement to support children's health, safety and wellbeing within indoor and outdoor environments. We observed improvements had been made. We provided further suggestions to strengthen practice. We were confident these would be progressed. For further information refer to 'Outstanding areas for improvements' section of the report.

Management demonstrated a commitment to improving staff practice through coaching and informal monitoring of interactions and engagement. This had begun to positively influence children's experiences, including improvements to mealtimes and children's play and learning experiences. We discussed with management the formal recording of monitoring and sharing feedback with staff would strengthen these processes. This has the potential to enhance celebrating improvements, support the identification of staff development needs and contribute to sustained improvement in outcomes for children.

Child protection procedures were in place and staff had completed child protection training. Staff understood their safeguarding responsibilities and could recognise when children and families required support. While information was recorded within children's files to include next steps and actions, the chronology record could be strengthened. This would support a clearer, more accessible overview of concerns and ensure information is recorded in a consistent and streamlined way.

Staff were recruited safely in line with safer recruitment guidance. An induction programme helped new staff develop a clear understanding of their responsibilities and practice to meet children's needs. Staff told us they felt confident seeking support from team members, contributing to a welcoming and collaborative environment. The service had began using the Early learning and childcare national induction resource. This has the potential to further strengthen reflection and ongoing improvement to practice.

**Staff skills, knowledge, values and deployment**
Since the previous inspection, there had been significant changes in staffing, which had impacted children's continuity of care and the consistency of key worker relationships. Parents told us, "Due to the high turnover of staff I feel like there are a lot of times when there are not enough staff to meet the children's need" and "Well all staff that I have met have been really lovely, however so many staff members have come and gone, that we have not managed to build any relationships with the staff."

The manager had recognised these challenges and was making efforts to stabilise the staff team. The service had recruited new staff. There were early indications that staffing arrangements were becoming more consistent, which has the potential to support improved continuity of care. Parents told us, "The staff in the pre-school room are always attentive and helpful with any questions we have as parents." "The baby room are great with my daughter their development has come along so much since starting." "The toddler room is brilliant; my child is always excited to get into nursery not just to see the other kids but the staff." Continued focus on maintaining a stable workforce and strengthening key worker arrangements has the potential to enhance relationships and children's wellbeing.

At our previous inspection we made an area for improvement to support children's protection, safety and wellbeing for the deployment of staff, their supervision of children and staff communication to ensure all children are accounted for. We observed improvements had been made. Despite there being a high number of new staff to the service we observed staff worked well as a team. The staff team provided a range of skills and experience to the service across environments. Management were now spending less time covering in playrooms. Staff told us they felt supported by management, particularly when additional assistance was required to meet the needs of individual children. We observed senior staff led rooms, offering guidance and support that created a respectful, positive atmosphere. For further information refer to 'Outstanding areas for improvements' section of the report.

There was distributed leadership with staff having responsibility and champion roles. Staff were confident to tell us their responsibilities and the positive impact these were having on children and families. Staff shared with us their continued plans to take these areas forward to improve outcomes for children and their families.

Staff were supported to develop their skills through ongoing professional learning. Regular development days, meetings and daily huddles supported reflective discussion and informed practice. Further whole-team and room-based learning would support consistency in applying policies and best practice, while continuing to enhance staff skills and knowledge.

## 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.**

**Playing, learning and developing**
Children were confident within their environments and had developed friendships that supported their social and emotional growth and development. They were happy and engaged in a variety of experiences. Children demonstrated independence by leading their own play which supported their overall development.

Younger children benefited from free-flow access between indoor and outdoor environments, supporting their choice and independence. They developed imagination skills through role play and enhanced their physical skills using climbing and balancing equipment. Babies explored sensory experiences through sand play. They engaged in singing which supported communication and language development and used push-along toys and climbing apparatus to develop early movement and physical skills.

Older children spent the majority of their time outdoors in the fresh air supporting their health and wellbeing. They engaged in experiences of movement on wheeled toys which enhanced their physical development skills. Children had opportunities to develop their early language and numeracy skills through water play. They explored concepts such as floating and sinking, as well as pouring and filling. They participated in imaginative play within the mud kitchen, using natural materials and resources to create pretend items such as cupcakes. Children told us, "We're making cupcakes," "I like playing with playdough and building toys" and "I like choosing what I want to play with."

We saw children transporting water from the water tray in the garden to the mud kitchen to extend their play. Staff supported this, showing their understanding of child development and schematic play. Schematic play is repeated actions or behaviours that children display as they explore the world around them.

Staff were engaged in play with children and many interactions demonstrated responsiveness and connection. These positive engagements contributed to a supportive environment for children's learning and development. Some staff would benefit from developing their skills in extending children's thinking and play, developing their ability to follow children's interests and responding to children's evolving interests. Targeted professional learning in high quality interactions have the potential to improve the consistency and depth of these engagements. This has the potential to enrich children's overall learning experiences.

Planning processes had been reviewed and were continuing to develop. Staff planned experiences within designated play areas, supporting a sense of responsibility and consistency in children's learning. Termly individual goals were in place to support children's progress. Planning approaches could be strengthened by adopting a more responsive approach that reflects children's emerging interests and actively incorporates their views. This has the potential to lead to more meaningful engagement and improved outcomes for children's learning and development.

A digital platform was used to support communication and share information about children's learning and development. This supported learning to continue at home. Observations provided clear evidence of children's skills, progress and development. They captured children's voices supporting children to be included and listened to. Staff were using curriculum frameworks to plan, monitor and record children's development and progress. Tracking systems could be strengthened to enhance the identification and planning for children's next steps in learning.

## 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.**

**Nurturing, care and support**
Children experienced care and learning routines delivered with warmth, kindness and compassion. Staff were nurturing and responsive, supporting children to feel safe and secure and to develop positive, trusting relationships. We observed staff acknowledged and celebrated children's achievements promoting their confidence and self-esteem. One child told us, "I like when people are kind and help me when I feel upset."

Staff demonstrated an understanding of children's individual needs and the strategies used to support them. They knew the children well, enabling them to respond effectively to their individual needs and preferences.

Lunch was a relaxed, unhurried and sociable experience for older children, with staff sitting alongside them to support a safe and positive mealtime. Children were able to sit with friends, engaged in meaningful conversations and interacted positively with staff. There were opportunities for children to make choices, be independent and responsible with serving food and clearing away used lunch items. For younger children, further opportunities could be provided to promote independence through self-serving and to enhance staff engagement by sitting with children throughout the mealtime experience. Staff demonstrated a clear understanding of children's individual dietary requirements, ensuring meals were appropriate and safe. This supported children's health and wellbeing.

Children's medication was appropriately labelled and stored. There were some inconsistencies identified between administration records and children's healthcare plans. We discussed the importance of aligning these records to strengthen medication safety. Management responded promptly during the inspection and implemented improvements to support children's health and wellbeing.

At our previous inspection we made an area for improvement to support the development of children's personal plans. Personal plans were in place for children and had been developed in partnership with families. Improvements had been made to the recording and documenting of information. One parent told us, "I feel fully involved in my child's care, including contributing to and reviewing their personal plan. The nursery keeps me informed and gives me opportunities to share my views and any important information about my child's needs." We made further suggestions to enhance the development of personal plans and the accessibility of information to support children's health and welfare. For further information refer to 'Outstanding areas for improvements' section of the report.

Management and staff had created a warm and welcoming environment supporting children and their families to feel valued. Families had opportunities to discuss their child's care and development both formally and informally. The service had systems in place to support communication both verbally and digitally. This contributed to fostering positive relationships, involvement and a sense of belonging.

## 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 meet children's health, welfare and safety needs, the manager should develop children's personal plans. This should include, but not be limited to, identifying and implementing appropriate strategies to meet children's needs, supporting progress and helping them to achieve their full potential.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: "My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices." (HSCS 1.1).

**This area for improvement was made on 23 July 2025.**

Action taken since then

Improvements had been made to the documenting of children's personal plans. Personal plans were in place for children and developed in partnership with families and children. These included individual strategies to support children's needs and promote progress. Continued improvements could be made to plans to include meaningful information detailing how support will be implemented to help children achieve their goals. Management and staff could also consider how key information is presented to ensure it is easily accessible to all staff caring for children.

The area for improvement had been met. Please refer to 'Children are supported to achieve' section for further information.

#### Previous area for improvement 2

To support children's health, safety and wellbeing, children should be cared for in a safe and secure environment both indoors and outdoors. Robust and dynamic risk assessments should take place and action taken to mitigate risks to children.

This is to ensure that care and support is consistent with the Health and Social Care Standards, which state, 'My environment is secure and safe' (HSCS 5.17) and 'I experience an environment that is well looked after with clean, tidy and well maintained premises, furnishings and equipment' (HSCS 5.22).

**This area for improvement was made on 23 July 2025.**

Action taken since then

Children experienced care, play and learning in environments that were safe and secure, both indoors and outdoors.

Risk assessments were in place to include individualised risk assessments for children. We observed staff carried out dynamic risk assessments to support children's health, safety and wellbeing. We identified some opportunities to strengthen practice, as some current risk assessments did not always fully reflect what we observed in practice.

The area for improvement had been met.

### Previous area for improvement 3

To support children's protection, safety and wellbeing consideration should be given by the manager and staff to review and develop systems in place for the deployment of staff, their supervision of children and effective staff communication to ensure all children are accounted for.

This is to ensure that care and support is consistent with the Health and Social Care Standards, which state, 'My needs are met by the right number of people' (HSCS 3.15); and 'My care and support is consistent and stable because people work well together' (HSCS.3.19).

**This area for improvement was made on 23 July 2025.**

#### Action taken since then

Staff were deployed across indoor and outdoor environments to supervise children in their play. They communicated clearly during transitions, such as mealtimes and maintained accurate headcounts to ensure children were appropriately accounted for.

We observed positive communication and team working across play spaces. Staff consistently informed colleagues when leaving a room or attending to a child's needs, supporting children's safety and continuity of care.

The area for improvement had been met. Please refer to 'Staff skills, knowledge, values and deployment' section for further information.

## 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 |
| Staff skills, knowledge, values and deployment | 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 |

## To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and help services to improve. We also investigate complaints about care services and can take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

You can also read more about our work online at www.careinspectorate.com

### Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

Find us on Facebook

Twitter: @careinspect

### Other languages and formats

This report is available in other languages and formats on request.

Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànain eile ma nithear iarrtas.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿਚ ਉਪਲਬਧ ਹੈ।

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.