Braidbar Primary School Nursery Class
Day Care of Children

Braidbar Primary School
Kyle Drive
Giffnock
Glasgow
G46 6ES

Telephone: 01415 707 020

Type of inspection:
Unannounced

Completed on:
2 October 2026

Service provided by:
East Renfrewshire Council

Service provider number:
SP2003003372

Service no:
CS2012309211

About the service

Braidbar Primary School Nursery Class is a childcare service provided by East Renfrewshire Council. The service is registered to provide early learning and childcare to a day care of children service to a maximum of 60 children aged three years to those not yet of an age to attend primary school.

The service is based within Braidbar Primary School in Giffnock on the southside of Glasgow. The nursery class consists of a large playroom. Children can also access outdoor playground areas, a wild garden area, a quiet room as well as the gym hall for indoor physical play.

About the inspection

This was an unannounced inspection which was carried out on 1 October 2026 and 2 October 2026. Two inspectors from the Care Inspectorate conducted the inspection. At the time of inspection 24 children were in attendance.

In preparation, we reviewed a range of information about the service, including previous inspection findings, registration details, documentation submitted by the service and intelligence gathered since the previous inspection.

In making our evaluations of the service we:

- spoke with children using the service
- gathered feedback from 14 families through online questionnaires
- spoke with staff
- observed practice and daily life
- reviewed documents
- assessed core assurances, including the physical environment.

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 core assurances.

Key messages

- Children experienced warm, nurturing and respectful relationships with staff who knew them well and responded sensitively to their individual needs.
- Children were highly engaged in meaningful, child-led play and learning, with skilled staff interactions supporting their curiosity, communication and thinking.
- Children who needed additional support benefited from individualised approaches and strong partnership working with families and other professionals.
- Families were meaningfully involved in their children's care, learning and transitions, supporting continuity and positive outcomes for children.
- Strong and effective leadership promoted a positive staff culture, continuous improvement and consistently high-quality experiences for 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	5 - Very Good
Children play and learn	5 - Very Good
Children are supported to achieve	5 - Very Good

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

Leadership 5 - Very Good

Quality indicator: Leadership and management of staff and resources

We found major strengths in this aspect of the service's work and identified very few areas for improvement. Therefore, we evaluated this quality indicator as very good.

The service benefited from effective leadership which promoted a strong culture of continuous improvement. Leaders had established a clear vision, values and aims which were well understood by staff, children and families. These had recently been reviewed in consultation with children, families and staff, who agreed they continued to reflect the ethos and aspirations of the service. Values were embedded in daily practice and brought to life in meaningful ways. For example, children were recognised when they demonstrated values such as kindness and made a teddy bear to help them explore and understand the service's vision and values. As a result, children developed a strong sense of belonging and an understanding of the values that underpinned their experiences.

Leaders had created a positive and inclusive culture where staff were encouraged to contribute to improvement and take ownership of developments within the nursery. Staff spoke positively about leadership and the opportunities they were given to undertake champion roles and lead specific areas of practice, including Makaton, Play on Pedals, breastfeeding support, French language development, sewing and Bucket Time interventions. This supported staff to develop their knowledge and skills, share expertise with others and contribute confidently to well-informed change. We observed positive communication across the staff team, which fostered a collaborative and supportive working environment and contributed to consistency in children's experiences.

Approaches to self-evaluation were well established and involved staff in reflecting on important aspects of the service's work. A range of evaluative activities had been undertaken, including reviewing previous improvement priorities and identifying next steps for development. Staff views were valued and used to inform meaningful improvements. Regular staff meetings provided opportunities for professional dialogue, reflection on children's experiences and discussion about how practice could continue to develop. This supported a shared understanding of strengths, areas for development and priorities for improvement across the team.

The service had developed robust quality assurance arrangements to support ongoing improvement. A quality assurance calendar provided a clear framework for monitoring practice and included regular activities such as medication audits, reviews of risk assessments and learning walks. These approaches helped leaders maintain oversight of practice, identify areas for further development and support high-quality experiences for children. We discussed opportunities to further strengthen quality assurance arrangements by clearly identifying delegated responsibilities within the calendar. Leaders agreed this would support ongoing monitoring and accountability across the service.

Leaders promoted research-informed practice to support positive outcomes for children. For example, staff had undertaken a practitioner inquiry based on the work of Froebel. This resulted in enhancements to children's play and learning experiences, including increased opportunities for sewing, block play and experiences within natural garden spaces. As a result, children benefited from richer opportunities to develop creativity, problem-solving skills and sustained engagement in their play.

An improvement plan was in place and reflected leaders' commitment to continuous improvement. Priorities had been identified to further enhance outcomes for children. As the service takes forward these developments, leaders should continue to ensure improvement priorities are clear, manageable and measurable, with a strong focus on the intended impact for children. This will help ensure progress can be effectively monitored and the difference improvements make to children's experiences clearly demonstrated.

Children play and learn 5 - Very Good

Quality indicator: Playing, learning and developing

We found major strengths in this aspect of the service's work and identified very few areas for improvement. Therefore, we evaluated this quality indicator as very good.

Children benefited from a wide range of meaningful play and learning experiences which reflected their interests and supported their development and curiosity. They were highly engaged, confidently made decisions about their play and developed skills in literacy, numeracy, communication and problem-solving. One parent told us, "My child is given opportunities to take part in a variety of fun and engaging activities that support their individual needs and development. The activities help my child learn new skills, build confidence, interact with others and enjoy their time at nursery." As a result, children were motivated and actively involved in their learning.

Staff valued children's views and interests and supported them to participate at a level appropriate to their stage of development. During stories, discussions and group experiences, children confidently shared ideas, answered questions and expressed opinions. Staff adapted experiences to meet individual needs, including using sensory resources to support engagement and inclusion.

Interactions between staff and children were consistently warm, responsive and purposeful. Staff used effective questioning, encouragement and discussion to extend children's thinking and support language development. They provided children with sufficient time to think and respond, demonstrating a strong understanding of how children learn. We observed staff using open-ended questions and approaches such as wondering aloud to encourage children to explore ideas, solve problems and develop confidence in expressing themselves. As a result, children were active participants in their learning and were developing important communication and critical thinking skills.

Children benefited from a strong focus on communication and language development. Targeted approaches were used to support individual needs, including small-group Teddy Talk sessions and Bookbug experiences delivered in both English and Urdu. These experiences helped children develop confidence, social skills and language within a supportive environment. Staff adapted their communication effectively to ensure all children were included and able to participate meaningfully. Children listened respectfully to one another, took turns and demonstrated a clear understanding of group routines.

Outdoor learning was a valued part of children's experiences. Regular visits to the Secret Garden provided rich opportunities for children to explore, investigate and challenge themselves within a natural environment. Staff supported children to assess and manage risk through discussion while encouraging them to follow their own interests. Children confidently searched for minibeasts, explored natural materials and engaged in physical challenges presented by the steep terrain. Staff extended learning through skilled questioning and the use of resources such as magnifying glasses while allowing children to direct their own play. One parent told us, "My child enjoys a variety of outdoor experiences, including playing in the garden, visiting parks and playgrounds, and exploring nature. They also enjoy getting messy with activities such as playing in mud and experiencing the rain. These opportunities allow them to explore, have fun, be active and develop confidence and new skills." As a result, children developed curiosity, resilience, problem-solving skills and a growing understanding of the natural environment.

Children's ideas meaningfully influenced the planning of their learning and the development of the play environment. Staff used observations, children's views and emerging interests to inform planning. For example, following a discussion about kindness and growing, children shared their ideas about what seeds need to thrive. Staff used this interest to develop plans for a 'Kindness Garden', helping children understand that their ideas were valued and could influence future learning experiences. As a result, children experienced a sense of ownership and involvement in their learning.

Approaches to planning and assessment were comprehensive and child-centred. Children's interests informed termly planning alongside curriculum outcomes and skill development. Staff used a range of assessment information, including observations, tracking data, Leuven Scale observations and black-line drawings, to monitor children's progress over time. This supported a shared understanding of children's development and helped ensure children received appropriate support and challenge. As the service continues to develop these approaches, staff should ensure children's next steps in learning are identified and reviewed regularly, using assessment information to inform these. This will help ensure children experience appropriate progression and challenge across their play and learning.

Children who required additional support benefited from carefully planned and targeted interventions which reflected their individual strengths and needs. Specific, measurable and achievable targets supported staff to monitor progress and evaluate outcomes. Strategies such as Bucket Time, social stories and sensory supports were used effectively to promote engagement, communication and emotional wellbeing. Strong partnership working with parents and other professionals helped ensure support was consistent and responsive, contributing to positive outcomes for children. One parent told us, "The nursery is a warm and caring environment where the children are treated as individuals and are valued for their own characteristics."

Partnership working with families strengthened children's learning experiences. Parents regularly shared information about their children's interests and learning, which informed planning and individual targets. Seesaw provided an online platform to record, track and share children's learning and achievements with families, enabling parents to contribute and celebrate their child's progress. The recent reintroduction of QR codes enabled children to independently access their Seesaw profiles and revisit their learning, promoting ownership and encouraging meaningful discussions about their achievements with staff and families.

Children are supported to achieve 5 - Very Good

Quality indicator: Nurturing, care and support.

We found major strengths in this aspect of the service's work and identified very few areas for improvement. Therefore, we evaluated this quality indicator as very good.

Children experienced warm, caring and nurturing interactions throughout the nursery. Staff knew children well and responded sensitively to their individual needs, helping them feel safe, secure and valued. We observed staff using praise effectively to recognise children's achievements and positive behaviours. For example, children were complimented for demonstrating kindness and consideration towards others. As a result, children appeared confident, settled and happy within the nursery environment.

Relationships between staff and children were a key strength of the service. Staff consistently communicated with children in a calm, respectful and encouraging manner. Children were listened to, supported to make choices and encouraged to develop their independence throughout the day. One parent told us, "Staff are attentive, supportive and responsive, and I feel my child receives the care, attention and support they needs." These positive interactions helped create an inclusive environment where children felt respected and able to express their views.

The indoor environment was thoughtfully organised to support children's emotional wellbeing. Children had access to spaces where they could spend time alone, play in small groups or participate in larger social experiences, enabling them to choose environments which best met their needs. This supported children to regulate their emotions and develop a sense of security within the nursery.

Staff were skilled in helping children recognise and express their emotions. For example, when a child was hesitant to separate from their parent on arrival, staff sensitively supported them to use the 'emotion station' to explore how they were feeling. Through responsive interactions, staff helped the child identify and talk about their emotions, supporting their wellbeing and readiness to engage in the day ahead.

Mealtimes were relaxed, social and nurturing experiences. Children independently washed their hands before lunch and chose where they wanted to sit. Staff sat alongside children, role modelling positive social interactions and healthy eating habits. Rich conversations took place throughout the meal, helping to develop children's language and communication skills. Children were encouraged to serve themselves food and pour their own water, promoting confidence and independence. Staff carefully balanced encouraging children to try new foods while respecting their preferences and choices.

The environment and daily routines supported children's wellbeing and independence. Children were able to leave the dining hall and return to play when they had finished eating, meaning they did not have to wait unnecessarily for others. This promoted autonomy and enabled children to make choices about their day. Children also benefited from access to appropriately sized utensils and crockery, supporting the development of self-help skills. During the inspection, we observed some children sitting at tables where their feet did not reach the floor. We discussed continuing to review the dining environment to ensure all children are able to sit comfortably and enjoy positive mealtime experiences.

Effective systems were in place to support children's health and wellbeing. Clear procedures for the administration of medication helped ensure children received the support they required while attending the nursery. Staff understood their responsibilities and appropriate processes were in place to support safe and consistent practice.

Children had detailed personal plans which reflected their likes, dislikes, health needs and wellbeing. Clear actions and desired outcomes were identified across the wellbeing indicators, supporting staff to understand and respond to children's individual needs. While plans contained a wealth of information, the service should consider streamlining some aspects of personal planning to ensure targets remain focused and the evaluation of progress and outcomes is consistently clear.

Transitions were well planned and thoughtfully implemented. A settling-in procedure placed a strong emphasis on understanding each child's individual needs and circumstances. Home visits provided valuable opportunities to build positive relationships and gather information about children's routines, interests and support needs before they started nursery. Staff worked closely with families, and other professionals where appropriate, to ensure children felt secure and confident as they moved into the nursery environment. Parents spoke highly of the transition process, highlighting how effectively it was tailored to meet their child's individual needs.

Partnerships with families were strong. Staff worked closely with parents to share information and ensure children's care and support needs were understood and met. One parent told us, "I feel that my child and I are meaningfully involved in helping to develop the nursery service. I regularly take part in activities such as book-reading sessions, helping to organise cultural events and joining the children on walks. I enjoy being involved and sharing my ideas and experiences, as I feel this helps create a positive and inclusive environment for all the children." This collaborative approach promoted continuity between home and nursery and contributed to positive outcomes for children. As a result, children benefited from consistent support and nurturing relationships both at home and within the nursery.

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	5 - Very Good
Leadership and management of staff and resources	5 - Very Good

Children play and learn	5 - Very Good
Playing, learning and developing	5 - Very Good

Children are supported to achieve	5 - Very Good
Nurturing care and support	5 - Very 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.scot

Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.gov.scot

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.