Railway Cottage Nursery
Day Care of Children

17 Carlibar Road
Barrhead
Glasgow
G78 1AA

Telephone: 01412 587 869

Type of inspection:
Unannounced

Completed on:
11 June 2025

Service provided by:
Glens Management Limited

Service provider number:
SP2012011918

Service no:
CS2012309484

About the service

Railway Cottage Nursery is registered to provide a care service to a maximum of 33 children aged 18 months to not yet attending primary school at any one time. No more than 9 children will be aged 18 months to under 30 months upstairs. No more than 24 children aged 2 years to those not yet attending primary school, with a maximum of 10 children aged 2 to under 3 years downstairs. On the days of inspection, 24 children on day one and 27 on day two, were present.

The service is provided by Glens Management Limited from a property within the Barrhead area of East Renfrewshire. There are two main playrooms and a large outdoor play area with areas that provided shelter outdoors. The service is close to shops, transport routes and other amenities.

About the inspection

This was an unannounced inspection which took place on the 10th and 11th of June 2025. 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 seven families through online questionnaires and spoke to one parent in person.
- Spoke with the manager, depute and staff working in the nursery.
- Observed practice and daily life.
- Reviewed documents.

As part of this inspection, we undertook a focus area. We have gathered specific information to help us understand more about how services support children's safety, wellbeing and engagement in their play and learning. This included reviewing the following aspects:

- Staff deployment.
- Safety of the physical environment, indoors and outdoors.
- The quality of personal plans and how well children's needs are being met.
- Children's engagement with the experiences provided in their setting

This information will be anonymised and analysed to help inform our future work with services.

Key messages

- Children experienced warm. nurturing and responsive care from staff.
- Children engaged in fun, stimulating and challenging activities that reflected their current interests.
- Improvements to the garden space supported children to extend their play and learning outdoors.
- The manager must make notifications to the care inspectorate in line with current guidance.
- We could see the positive impact of staff training emerging in the environment, interactions and play experiences offered 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

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 made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant positive impact on children's experiences.

1.1 Nurturing care and support

On both days of inspection, we observed children that were happy, settled and having fun. They experienced nurturing, and responsive care from staff which helped them to feel welcomed and loved in the setting. We observed staff providing praise, cuddles and reassurance which meant attachments and relationships were strong, resulting in children feeling safe, and secure in the service. One parent told us "Excellent staff, personal approach to care and development, nurturing environment."

The team had recently introduced the colour monster to promote children's emotional wellbeing. Children's emotions were acknowledged and responded to by a warm, caring, and empathetic team. Staff provided positive role models for children with kind and sensitive interactions. This helped children to feel safe and loved.

Children experienced snack and lunch times that were unhurried, sociable, and relaxed. Children in all rooms had the opportunities to develop their independence and life skills by self-selecting and serving their meals. Children enjoyed engaging in conversations with each other and staff. Staff recognised the daily routine as a rich opportunity to make close attachments and promote healthy eating habits. Food choices were nutritious and reflect current guidance. One parent told us "Great meal options for the kids." Water was available throughout the day to ensure children remained hydrated.

Staff knew children well and confidently shared information about their individual personalities, needs, and interests. One parent told us "All the nursery workers show great care of children, take time to learn their personal preferences and personality quirks." Children's personal plans contained relevant core information about individual health, welfare, and safety needs. The service communicated with parents through daily conversations at drop off times and parent's meetings. Management and staff should now focus on streamlining information gathered to enable staff to clearly identify 'how' they will support children's health, welfare and safety needs linked to next steps in play and learning. The senior leadership team agreed this was an area for continued progress. As a team they should look to develop a template to suit their service, staff, and children. This will ensure consistency and continuity of care for children in the setting.

We sampled the service's policy, consent forms and storage of medication and found these were in line with best practice guidance. On the first day of inspection, we noted one medication had expired. This was immediately rectified by the team. We asked the senior leadership team to review their audit process for medication stored on the premise. This will ensure children's health and wellbeing is well supported.

Children experienced sensitive and dignified support for their personal care needs. Staff were aware of safe nappy changing guidance. Children were encouraged to independently undertake personal care task, such as wash their hands and faces, and brush their teeth with prompting from staff which helped develop life skills and their self-esteem.

Children's safety and wellbeing was protected by a clear safeguarding policy. Staff were aware of their roles and responsibilities to keep children safe. They had recently attended child protection training and knew how to address any concerns appropriately. We suggested some amendments to be made to the services chronology templates to support the accurate recording of significant events.

1.3 Play and learning

Children were visibly happy, content and actively accessing all activities on offer on the days of inspection. Children benefited from a variety of play-based learning opportunities within the nursery. We observed a balance of adult directed and freely chosen activities which supported children to develop some key skills in problem solving, risky play, sensory play and mark making. Parents told us the variety of activities on offer had improved since our last inspection and that their children were much more engaged at nursery. One parent told us "There are a lot of activities for the children and the staff are great at letting the children lead their own learning."

Children's skills in language, literacy and numeracy were developing through a variety of literacy and numeracy across the nursery, as well as environmental prints. Children engaged in stories, singing songs and mark making activities. We observed staff skilfully question children with "what if" or "I wonder" questions, which extended children's learning, skills and helped them to consolidate their learning through play.

The team met regularly to review their planning and recording approaches to ensure they remained child centred and responsive to current interests. One parent told us "The nursery has listened to the children's interest to plan topics such as space and have created fun and engaging activities around this." The manager, in partnership with staff, should continue to embed, sustain, and evaluate the planning process to ensure high quality experiences for children in their care. We suggested the team continue to monitor and review intentional planning and schematic play opportunities to ensure all children are continuously challenged and stimulated in their play and learning at nursery.

Floorbooks had been further developed to capture children's learning and voices. Children were excited to show inspectors their books and tell us about the activities they had done recently and the visitors who came to the nursery such as the police. This showed us children were empowered to be involved in their play and learning. The use of QR codes provided more opportunities for children to re-visit their learning when they choose to.

How good is our setting? 4 - Good

We made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant positive impact on children's experiences.

Children experienced an environment that was now clean, homely, and comfortably furnished. The rooms had natural light and were ventilated with open windows. The cloak room area had been decluttered and refreshed which provided a warm, welcoming space for children and families. This gave the message to children and families that they mattered.

The indoor spaces had been reviewed and were now structured to promote children's learning and development. There was space for children to play together or alone if they chose to do so. The team had created some cosy spaces for children should they wish to relax which supported children to self-regulate.

Resources and equipment available sparked children's interests and curiosities. The activities on offer were linked to current interests which meant children were engaged in play for extended periods of time. We would encourage the team to extend the imaginative and role play area in the little stars room.

The team had reviewed children's access to the outdoors following our previous inspection. We found free flow access between the indoor rooms and enclosed outdoor garden supported children to lead their play and learning as they could now make the choice. One parent told us "My child loves being outdoors and regularly gets the opportunity to be outside in the garden or on trips to the park."

The outdoors area had been through significant changes since our previous inspection. We found the outdoor garden area provided children the opportunities to engage in sensory based play, risk beneficial play, active and imaginative play which supported positive outcomes for children. One parent told us "The garden is well used and the improvements made recently has only made the place better." Another parent told us "The outdoor space keeps evolving to allow new learning and the children love it."

Infection prevention and control measures observed were in line with current best practice guidelines. Children and staff regularly washed their hands across the day. Toilets and changing areas were clean and accessible. The setting had an adequate supply of personal protective equipment which was stored appropriately. This supported children and staff to be safe and healthy in the setting.

Risk assessments were in place for all areas in the nursery and any trips to the community. Mitigation measures were clear and realistic. There was a secure entry system in place which was monitored by staff, this supported children's safety when attending the nursery.
Accident and incidents were being recorded and shared with parents. The senior leadership team conducted monthly audits to identify any areas of potential risk, and any changes required to support a safe environment for children.

How good is our leadership? 4 - Good

We made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant positive impact on children's experiences.

The senior leadership team engaged well with the inspection process and were open to our suggestions and ideas for development. All members of the nursery team were keen to tell us about the improvements that had been made following the previous inspection and the impact this had on children's experiences. All team members were committed to improving and developing the service to ensure they were getting it right for every child. The team were realistic about their improvement journey and had clear goals on what they would like to achieve. This showed us the team had a shared vision and aspiration for the service.

The service had been through a period of change and the team had worked hard to establish close relationships with each other, the children, and their families. The majority of parents told us they were very happy with the changes and developments within the nursery and the positive impact this had on their children. Parents told us they had the opportunity to give their ideas and suggestions to any proposed improvements. Regular contact was made through questionnaires, parent's meetings, social media posts and stay and play sessions. This ensured parents felt connected to the service and could influence the improvements to the service. The team had recently introduced a gardening club where parents could attend to help grow with their children.

One parent told us "The nursery always involved parent and children in ways to improve the service and activities." Another parent told us "Parents have been able to have productive discussions with staff and management as to what we would like to see more of a nursery and our thoughts on various things."

Children were at the heart of any changes and improvements in the nursery. Daily conversations and consultations empowered children to express their interests, likes, and dislikes. Children's voices and views were recorded in mind maps, floor books and learning walls. This helped children feel valued and included in the service, respecting their rights.

The manager, in partnership with staff, should continue to develop quality assurance processes which will support sustained improvements in the service. This should include further development of the auditing of medication and learning journals. We discussed, with the manager, notifications that services must submit to the Care Inspectorate when certain events happen in the service. (see area for improvement 1).

Areas for improvement

1. To ensure children receive responsive care and support, management should make appropriate notifications to the Care Inspectorate when certain events take place. Management should refer to good practice guidance "Early learning and childcare services: Guidance on records you must keep and notifications you must make."

This is to ensure that care and support is consistent with the Health and Social Care Standards which state: "I benefit from different organisations working together and sharing information about me promptly where appropriate, and I understand how my privacy and confidentiality are respected" (HSCS 4.18).

How good is our staff team? 4 - Good

We made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant positive impact on children's experiences.

Staff engaged well in the inspection process. They were welcoming, open, and honest during discussions. Children experienced a caring and nurturing setting, as good working relationships and effective communication had been established between the staff, senior leadership, and families. Staff told us they had now formed and came together as a team. Effective teamwork fostered respectful interactions with each other, creating a positive ethos for children and their families. One parent told "The staff are so friendly and welcoming." Another parent told us the staff "really excel in their genuine care and empathy for the young people."

We found staff worked well together within the nursery and were flexible in their deployment. Staff were deployed effectively throughout the indoor playrooms and enclosed outdoor garden. This supported high levels of interactions and promoted the wellbeing and safety of children. One parent told us "It is like a home from home where my child is cared for, valued and loved."
Arrangements were in place to promote continuity of care across the day. Staff breaks were planned to minimise the impact on children's play, learning, and lunchtime routines. The team had introduced a board at the entrance to advise parents of who was working in the mornings for drop offs and who was working in the evenings at pickups. One parent told us "It is a very small nursery offering consistent staffing and care."

The senior leadership team effectively supported staff by spending regular time on the nursery floor. This helped to build positive working relationships and allowed time for staff to engage in professional discussions that enhanced the service delivered to children.

Staff had engaged in a wide variety of training and professional reading to support their learning, development, and practice. We could see the impact of training emerging in the environment, interactions and play experiences offered to children. We would encourage the team to continue to reflect on their practice and continuous professional development to support positive outcomes for children and their families.

We found systems were in place to carry out annual appraisal meetings with staff. These helped to set goals for staff and identify their training needs to further assist them in their role within the service. All members of the team were registered appropriately with the Scottish Social Services Council.

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 to achieve their full potential the manager and team should develop the tracking and recording of children's next steps, strategies and achievements to inform purposeful and meaningful play and learning experiences. Staff should continue to ensure that resources and layouts provoke children's interest and their thoughts and learning.

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

This area for improvement was made on 2 October 2024.

Action taken since then

We found tracking and recording of children's learning were now embedded in the service. Staff felt more confident identifying children's achievements, possible lines of development and next steps.

Floorbooks were now effectively used to record responsive planning that was lead by children's spark, interest and ideas. Learning journal now contained individualised observation for child and were linked to the curriculum.

Resources and provocations available on the days of inspection promoted children curiosity and creativity. Children were excited to tell us about current and previous experiences on space, the police and the hungry caterpillar.

This area for improvement has been met.

Previous area for improvement 2

To ensure positive impacts on children's wellbeing, learning and developmental needs, play and learning experience in the outdoor play spaces should be stimulating and challenging. Staff should regularly evaluate outdoor spaces to ensure they are filled with open-ended opportunities for example, loose parts materials, construction, sand, water, clay, creative tools, and imaginative props for children to explore, inquire and engage in energetic play.

This will ensure the quality of the environment is consistent with the Health and Social Care Standards which state 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 23 November 2023.

Action taken since then

There was significant improvements to the outdoor space, which now provided stimulating and challenging experiences for children.

Zoned areas contained experiences such as gardening and planting, large loose parts, natural open ended materials, construction, sand, water, crafts and literacy, and active play such as goals, balls, bikes, climbing and slide.

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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Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

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