Orchard Grove Kindergarten
Day Care of Children

179 Prospecthill Circus
Toryglen
Glasgow
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Telephone: 01416 132 769

Type of inspection:
Unannounced

Completed on:
17 July 2026

Service provided by:
Orchard Grove Kindergarten

Service provider number:
SP2014012359

Service no:
CS2015336919

About the service

Orchard Grove Kindergarten is registered to provide a care service to a maximum of 10 children aged under two years and 30 children aged two years to those not attending primary school. At the time of inspection there were 24 children in attendance on the first day and 21 on the second.

The service is located in the south of Glasgow close to local amenities such as parks and shops and is based within a community centre. The children are accommodated within three playrooms have access to a spacious outdoor area.

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
- observed practice and daily life
- reviewed documents
- received electronic feedback from 13 parents/carers

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 were happy, confident, and engaged in play.
- Play experiences supported independence, creativity, and development of skills.
- Children experienced warm, nurturing care and felt safe, secure and valued.
- Planning was based on children's interests and supported learning.
- Personal plans should be developed to include regular reviews by parents.
- Access to outdoor play should be reviewed to support children's choice.

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

Leadership and management of staff and resources

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.

The service's vision, values and aims were reflected in practice, supporting a positive, nurturing and inclusive environment for children. Children were learning through play and friendships were developing. The service had recently reviewed their vision, values and aims in consultation with children, families and staff. This further strengthened a sense of belonging and ownership and supported the service to remain responsive to the needs and aspirations of children and families attending.

The service had a clear and meaningful improvement plan which identified key areas for development. Progress was evident in some areas including the development of all staff using digital trackers to support children's learning and development.

Staff confirmed they were supported to engage in self-evaluation, with their views listened to and valued. Self-evaluation processes identified strengths and areas for improvement, and staff were aware of these. This included changes being made to routine changes and a rolling snack introduced for older children. We discussed with management that moving forward the service could focus on key areas for development to support self-evaluation processes to lead to continued improvement.

Children were being consulted, and their thoughts and feelings were considered in relation to their play experiences. This was particularly evident within curricular plans where children helped plan play experiences that met their interests. We discussed with management that there were opportunities to extend this further by embedding children's voices across other aspects of the service. This will better support children's rights and strengthen their involvement in shaping their nursery experience. Involving families more in self-evaluation and improvement processes would further support them to be involved in their children's care.

Management carried out audits across a range of areas to include medication, accidents and incidents and planning records. This enabled the service to identify strengths and areas for improvement, supporting ongoing development and improved outcomes for children.

Staff were recruited safely and all staff registered with the Scottish Social Services Council (SSSC). This is the regulatory body responsible for the social work, social care, and early years workforce in Scotland. Each new staff member was supported by a member of staff who understood their role in guiding the inductee. An induction programme was in place to support new staff to develop a clear understanding of their roles, responsibilities and effective ways of working to meet children's needs.

Children play and learn 4 - Good

Playing, learning and developing

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.

Children were happy, confident, and engaged in their play experiences. They had regular opportunities to lead their own play and learning. Staff provided appropriate space, sufficient time, and supportive interactions when required, ensuring children felt secure and supported while exploring their interests. This approach supported children to make choices and develop independence. Throughout the day children were brought together multiple times, interrupting their play. We discussed with management that reviewing the routine could support a less disruptive flow to children's experiences and allow play to come to a natural end.

Children participated in balance of planned and spontaneous learning experiences. One parent told us, 'My child never has a dull or bad day at nursery, she always comes home tired, happy and full of stories of her busy day.' Older children had opportunities to develop numeracy and literacy skills through matching and number games. We saw evidence of experiences which supported children's literacy skills including visits to book bug and the use of Makaton with songs. Makaton is a language programme that combines signs, symbols, and speech to help children communicate.

Older children had opportunities to develop imagination and curiosity through role play in the mud kitchen using dry pasta, water and utensils and explored coloured water using pipettes and test tubes. Younger children were given the opportunity for creative and messy play with paint. This also allowed children to use their senses as they used their hands and fingers to explore the paint. Staff responded appropriately to visual cues from children's gestures and body language and continued to use spoken language with children to role model words and enable them to make choices.

Older children had direct access to a spacious outdoor play area. Outdoor play offered opportunities for risky, challenging and physical play including balancing, riding bikes, skipping and ball play. Curiosity and imaginative play were developed through a well-resourced mud kitchen and messy play including sand and paint. Younger children were encouraged to develop independence and large motor skills using trikes and balls. All children had opportunities to visit local woodlands and park areas supporting their health and wellbeing in fresh air. We discussed with management that they should review children's routines to support children to choose when to play outdoors.

Children were consulted in planning for their play and learning. This resulted in experiences that reflected their interests and promoted engagement, with children confidently exploring and developing their own ideas. Staff were using a curriculum framework, supported by development trackers, to monitor and record children's development and progress. This enabled staff to identify and support sustained progress in children's play, learning and development.
Families received information about their child's care, play and learning through an online platform. This supported learning to continue at home. Regular observations clearly evidenced children's skills, learning and progress.

Children are supported to achieve 4 - Good

Nurturing care and support

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.
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Children were happy, settled and confident in their environments and had developed friendships which enhanced their wellbeing. Staff were nurturing and caring in their interactions, responding to children with warmth and attentiveness. These positive engagements supported children to feel safe, secure and contributed to the positive relationships they had with staff. One parent commented, 'The most positive aspect is how happy, safe, and valued my child feels every day. The staff are caring, attentive, and genuinely invested in each child's wellbeing and development.'

Mealtimes were a calm, relaxed and unhurried experience. Staff demonstrated a clear understanding of children's individual dietary requirements, supporting meals to be appropriate and safe. Overall staff sat with children supporting a safe and social experience. We discussed with management that opportunities could be developed to support older children's independence and life skills through self-serving of all meals.

Personal plans were in place for children and were developed in partnership with families. They were updated regularly to reflect significant changes and events in children's lives. Strategies had been identified to support children with additional support needs and the service worked with other professionals to develop these. We discussed with management that plans should be regularly reviewed and updated with parents, to support staff to provide care which meets current individual needs. An area for improvement has been made to address this.

(See for improvement 1).

Management and staff had created a warm and welcoming environment supporting children and their families to feel valued. Newsletters were sent home to support families to know what was happening in the service. Home learning suggestions were added to learning journals, supporting families to continue play and learning at home. We discussed with management could look at ways to involve the families in the service more, including welcoming them into playrooms regularly. This would support positive relationships and allow families to feel involved in the service.

Transitions were tailored to suit children's individual needs. Meaningful communication systems ensured key information was shared with relevant staff in advance, supporting continuity of care, play and learning. Enhanced transitions were in place for children with additional support needs to offer support and ensure smoother transitions for children and families.

Areas for improvement

1.

To support children's care, play and learning, the provider should ensure individualised personal plans capture children's current health and welfare needs, and progression in learning by being reviewed in partnership with parents and carers at a minimum of every six months.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states 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 1.15).

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	4 - Good
Leadership and management of staff and resources	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

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