Poppins Kindergarten
Day Care of Children

172 Queens Drive
Glasgow
G42 8QZ

Telephone: 01417372773

Type of inspection:
Unannounced

Completed on:
9 September 2026

Service provided by:
SADCO Nursery Group (Shawlands) Ltd

Service provider number:
SP2024000935

Service no:
CS2025000215

About the service

Poppins Kindergarten is a nursery based in the Shawlands area of Glasgow. The service is in partnership with Glasgow City Council to provide commissioned places for children. They are registered to provide care to a maximum of 47 children, of whom no more than nine are aged under 2 years, no more than 10 are aged two to three and no more than 28 are aged three to those not yet attending primary school.

At the time of inspection there were 24 children present on the first day and 29 children present on the second day.

The service operates from two single storey buildings. Children's accommodation consists of a main playroom for children aged two to five and a separate cabin for children aged under two. In addition children have access to a sensory space and secure garden. The service is close to local amenities such as, schools, shops, transport routes and Queens Park.

About the inspection

This was an unannounced inspection which took place on 8 and 9 September 2026. The inspection was carried out by two inspectors from the Care Inspectorate. This was the service's first inspection since re-registration in May 2025.

To prepare for the inspection we reviewed information about this service. This included, registration information, intelligence received and information submitted by the service.

In making our evaluations of the service we:

- spoke with children using the service
- reviewed electronic feedback from eight families
- spoke with staff and management
- observed practice and daily life
- reviewed documents
- spoke with visiting professionals
- assessed core assurances.

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 the service is operating legally. At the time of this inspection improvements were identified relating to core assurances. We have reported where improvement is necessary within the 'Leadership' section of this report.

Key messages

- Children were nurtured, deeply engaged in quality experiences and having fun.
- Staff knew children well and responded to their individual needs with kindness, patience and respect.
- Children were cared for in an environment that was welcoming, homely, cosy and stimulating.
- Leaders and staff should continue with their plans to embed approaches to auditing and monitoring.
- Management and staff were committed to ensuring they were a highly skilled and confident team, that worked well together to deliver positive outcomes 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	4 - Good
Children thrive and develop in quality spaces	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 4 - Good

Leadership and management of staff and resources

We evaluated this quality indicator as good, where there were important strengths within the settings work and some aspects that could benefit from improvement.

Leaders and staff were approachable, friendly and professional, and engaged well with the inspection process. They were receptive to feedback and were committed to making improvements to support positive outcomes for children and families. A new leadership team was in place. They worked well together and shared a clear vision for continuous improvement of the service. This contributed to a consistent approach that promoted positive experiences for children and families.

The service's vision values and aims had been developed in consultation with children, families and staff. We found aspects of these reflected in daily practice. For example, staff created an inclusive environment where children felt nurtured, respected and valued. We suggested the service review its vision, values and aims. This would be beneficial to reflect the aspirations and what matters, to current children, families and staff within the service.

Leaders understood the importance of consultation with staff, children and families to support improvement. One parent told us, "I think the setting is in safe hands, and it is constantly improving. I think the setting has done so many improvements and it's just a period of settlement now."

A range of methods such as, questionnaires, audits and daily conversations were used to gather feedback. Children were included in some playroom audits. This demonstrated that staff valued and respected children's voices. Feedback gathered had led to improvements in the equality, safety and richness of learning opportunities across indoor and outdoor environments. Our observations highlighted the positive impact the new environment had on children's experiences and learning.

Leaders and staff participated in ongoing self-evaluation through regular team meetings. This provided staff with the opportunity to come together to reflect on what was working well and identify areas for development. Staff were taking guidance from the Care Inspectorate's Quality Improvement Framework to support self-evaluation. The service should continue using the framework to build staff knowledge and confidence and embed self-evaluation processes.

A quality assistance calendar had recently been put in place to audit key aspects of the service. We found some inconsistencies of how information was being documented in records such as, medication forms and personal plans. We discussed how a more systemic approach to auditing and monitoring would contribute to consistency of information being recorded. This would further support children's health, safety and wellbeing needs.

Staff were passionate, dedicated and contributed to a culture of distributed leadership. Leaders supported staff to develop projects that aimed to improve outcomes for children and families. This included the development of a community allotment and approaches to supporting children and families with English as an additional language. This work was at an early stage of development. However, we acknowledged these initiatives had potential to contribute positively to children and families wellbeing, relationships and sense of belonging.

Staff were safely recruited in line with safer staffing guidance. Induction and mentoring processes were in place using the National Induction Resource. This supported staff confidence in their roles and responsibilities in delivering quality outcomes for children.

Children thrive and develop in quality spaces — 5 - Very Good

Children experience high quality spaces

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

Children benefited from a safe, secure and well maintained environment where their wellbeing was prioritised. Security measures were in place throughout the setting, including a locked main entrance, buzzer entry system and visitor sign in procedures. This helped keep children safe.

The outdoor area was fully enclosed by high fencing and secure gates with buzzer entry systems, reducing risks and supporting children's freedom to play safely outdoors. CCTV further enhanced security by helping staff monitor access to the premises and minimise the risk of unauthorised entry or children leaving the setting unnoticed. These arrangements provided reassurance for children and families and contributed to a nurturing environment where children felt safe, secure and protected.

Children experienced a quality environment that had recently been refurbished and decorated to a high standard. The setting was bright, welcoming and thoughtfully designed, creating a warm and homely atmosphere where children felt comfortable and secure. Large windows provided plenty of natural light and good ventilation, contributing positively to children's health, wellbeing and comfort.

The environment was well maintained, clean and comfortably furnished, demonstrating a strong commitment to providing children with spaces that supported their individual needs and development. Play spaces were carefully planned to meet the needs of children at different stages of development, offering opportunities for sensory, exploratory and imaginative play. Resources were accessible and stored at children's level, enabling them to make independent choices and exercise their right to play. As a result, children were confident in directing their own play and learning experiences.

Children and families were meaningfully represented throughout the environment. Family photographs displayed within playrooms supported children's sense of belonging and identity. Whilst books, toys and resources reflected diversity and promoted inclusion. This helped children develop positive attitudes towards themselves and others and ensured that all children felt valued, respected and recognised within the setting.

The indoor and outdoor environments included cosy, sheltered spaces where children could relax, rest or spend time alone when needed. These areas provided children with opportunities to regulate their emotions and experience quiet moments away from busy play experiences. Children's emotional wellbeing was further enhanced through access to a dedicated calm and sensory area. This offered a nurturing and relaxing space designed to meet individual emotional and sensory needs.

Children of all ages experienced unrestricted access to high quality outdoor play spaces throughout the day. This promoted children's choice, autonomy and freedom to decide where they wished to play. Children

moved confidently between indoor and outdoor environments, accessing a range of stimulating opportunities that reflected their individual interests and preferences.

The outdoor environment provided meaningful opportunities for children to develop and extend their physical skills through active play. Children demonstrated growing balance, coordination and confidence as they used resources such as crates to create balancing and jumping challenges. They also developed their gross motor skills while using balance bikes and scooters, navigating the outdoor space with increasing control and confidence.

Children play and learn 5 - Very Good

Playing, learning and developing

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

Children of all ages experienced a rich and stimulating range of play and learning opportunities across the setting. They were consistently happy, motivated and confident in directing their own play both indoors and outdoors. The carefully considered environment, shaped through ongoing improvement planning, created a natural, nurturing and enabling space. As a result, children were able to follow their interests, make choices and engage in meaningful, purposeful experiences that supported sustained engagement.

Staff responded to children's interests and skilfully balanced their interactions, knowing when to observe and when to intervene to extend learning and maintain engagement. For example, a child shared their interest in Buzz Lightyear by wearing a backpack they had made at home. Staff recognised this enthusiasm and successfully extended the learning by encouraging a group of children to collaborate in creating a rocket ship outdoors using material and hula hoops. Children worked cooperatively, demonstrating imagination, communication and teamwork skills as they participated in a space launch scenario, counting down together and pretending to travel into space.

This experience sustained children's motivation and enjoyment while fostering creativity and social interaction. Staff further enriched learning by providing books about planets and aliens, which expanded children's knowledge and understanding of the wider world and encouraged curiosity about space.

Planning approaches had been reviewed and updated. Children experienced a balance of intentional and spontaneous learning opportunities. Staff used high quality observations, information from parents and children's own views to inform planning. As a result, learning experiences were meaningful, relevant and matched children's interests, needs and stages of development. This was having a positive impact on children's progress within their learning and development.

Staff joined in play and engaged skilfully with children, using a balance of comments, prompts and open ended questions such as, "What if...?" and "What do we need?" to encourage thinking, exploration and curiosity. This approach successfully promoted children's problem solving, critical thinking and decision making skills while sustaining their engagement and enjoyment in learning.

There were rich opportunities beyond the setting to support children's play and learning. The service had built strong links within the local community. Children enjoyed visits to places of interest such as, Queens Park, Kelvingrove Art Gallery and Tramway arts centre. Children had participated in the Scottie dog trail for charity. They created a Scottie dog sculpture and travelled by bus to the town centre to find it in Buchannan

Galleries. This helped children make connections in their local and wider community and gave them a sense of belonging in their city.

Parents were meaningfully included in their children's play, learning and development through online journals, progress reports and stay and play sessions. This helped them to be well informed and actively involved. One parent told us, "The photos and updates shared on the app are excellent."

Children are supported to achieve — 5 - Very Good

Nurturing care and support

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

Children were supported with caring, nurturing and respectful interactions that supported their overall wellbeing. Children received cuddles, reassurance and care from staff that knew them well. This fostered strong attachments between staff and children. This helped children feel safe, respected and loved. All parents agreed they were very happy with the care and support their child received. One parent commented, "We love the care and attention staff show our child. We feel like they know them, like them and are invested in their care."

Children and families were at the heart of the service. Staff took time to get to know children and their families well, promoting positive relationships. This was enhanced through meaningful approaches which included, stay and play sessions, home link bags, sensitive transitions for children and daily interactions. This supported parents to feel valued and contributed to trusting relationships between them and staff. One parent told us, "The nursery is staffed by brilliant people that are dedicated and skilled at what they do. They make us feel safe and cared for, and we appreciate all they do."

Children of all ages experienced mealtimes that were relaxed and unhurried. Table covers and flowers contributed to an attractive and inviting space. Children had opportunities to develop independence and life skills through self-serving food, pouring drinks, using cutlery and tidying away their items when finished. Staff sat alongside children ensuring their safety whilst eating and engaged them in quality conversations and interactions. Staff playfully suggested it was 'spiders, frogs or worms' for lunch. Children took great delight in this and were laughing with joy. This made mealtimes an enjoyable, fun and sociable experience for children.

Each child had a personal plan that contained important information that supported staff to meet their needs, and understand their routines and preferences. For example, language used at home, sleep routines, medical needs and how they like to be comforted. Staff knew children very well and could confidently discuss how they were being supported and progress they were making. This was reflected in some plans but others lacked this level of detail. However, we could see that these needs were understood, communicated and were being met in the moment. We discussed with leaders how regular monitoring and auditing of personal plans would ensure consistency across plans of how information was being recorded.

Children who required additional support were well supported. The service worked closely with families and external professionals to ensure appropriate strategies were in place to promote children's wellbeing and development. This collaborative approach meant that children received consistent support and were able to participate fully in the life of the setting.

The service placed a strong emphasis on respecting children's rights and promoting their voice. Staff had researched and participated in training on 'Voice of the Infant and Infant pledge'. This had positively impacted practice. For example, Children were given choices and encouraged to express their preferences in daily routines and activities. Staff were observed seeking consent during personal care and offering support in a respectful manner, responding appropriately to children's cues and wishes. This approach supported children to feel valued and respected.

Overall medication was stored and administered safely. Medication was located in the playroom which meant it was easily accessed if required in an emergency. We advised minor updates to paperwork that ensured all recorded information was consistent across paperwork for all children. This was actioned before the end of inspection.

Complaints

Please see Care Inspectorate website (www.careinspectorate.scot) for details of complaints about the service which have been upheld.

Detailed evaluations

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