Mulberry Kindergarten
Day Care of Children

7 Fitzroy Place
Glasgow
G3 7RH

Telephone: 01412219323

Type of inspection:
Unannounced

Completed on:
26 August 2026

Service provided by:
Mulberry Kinder Limited trading as Mulberry Kindergarten

Service provider number:
SP2025000113

Service no:
CS2026000017

About the service

Mulberry Kindergarten is a nursery based in the west end 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 106 children, of whom no more than 15 are aged under two, no more than 35 are aged two to three and no more than 56 are aged three to five. At the time of inspection 28 children were in attendance both days.

The service operates from a large three story townhouse. The accommodation consists of three main playrooms, a lunch room, library and secure outdoor space. The service is close to local amenities such as, schools, shops, The Mitchell Library and Kelvingrove Park.

About the inspection

This was an unannounced inspection which took place on 25 and 26 August 2026. The inspection was carried out by three inspectors from the Care Inspectorate. This was the service's first inspection since re-registration in January 2026.

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
- spoke with staff, management and the provider
- reviewed electronic feedback from five families
- observed practice and daily life
- reviewed documents
- 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 'Children are supported to achieve' section of this report.

Key messages

- Staff were warm, kind and nurturing in their interactions with children.
- Children were happy, confident and deeply engaged in quality play experiences.
- Self- evaluation was contributing to positive outcomes for children.
- Improvements to handwashing and changing facilities contributed positively to children's health and wellbeing.
- Leaders should review procedures at drop off and collection times to support families to be welcomed into the service.
- Leaders should review processes for outdoor play to support minimal disruption to children's play and learning indoors.
- Improvements are needed to ensure children's individual needs are consistently supported through robust personal planning.

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	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 settings work and some aspects that could benefit from improvement.

Leaders were friendly, approachable and engaged well with the inspection process. They were receptive to feedback and willing to make improvements to ensure good outcomes for children. Staff told us they could approach leaders if they needed any support or help and felt confident sharing their ideas and suggestions. This helped staff feel supported and motivated to deliver quality care to children.

The service vision, values and aims had been in place for some time and highlighted what was important to the service. We found key aspects such as, providing a safe, stimulating learning environment and, supporting children's self-esteem and confidence were reflected in practice. This contributed to a positive and nurturing environment for children. We suggested it would be beneficial to review the vision, values and aims in consultation with staff, children and families. This would help capture present views and aspirations, and reflect what was important to current staff, children and families in the service.

Self-evaluation was taking place as a team on a regular basis using quality frameworks. This provided staff with opportunities to come together to reflect on practice and identify areas for improvement. Information gathered was used to inform meaningful priorities for the service improvement plan. Staff embraced champion roles to develop parts of the plan in daily practice such as, STEAM (science, technology, engineering, arts and maths). Leaders recognised they now needed time to fully embed processes to show sustained improvement.

Leaders understood the importance of seeking the views of staff, children and parents. Children's voices were being captured through questionnaires, mind maps and daily conversations. Parents were involved in improvement and self evaluation processes. One parent told us, "we are encouraged to offer feedback and asked to engage in questionnaires to share our experiences". We discussed with leaders how feedback of actions taken from consultation would allow children and families to see how their voice had helped shape service development.

Some auditing and monitoring of key aspects of the service were taking place on a regular basis. This included medication, accidents, incidents and children's observations. We discussed with leaders how audits could be made more robust. For example, accident and incident monitoring should capture additional information such as, type of accident and location. This would provide information of patterns and inform actions to reduce future risks. This would positively contribute to a safe environment and support children's wellbeing.

Staff had been safely recruited through safer recruitment processes. Appropriate checks were carried out to ensure staff were suitable to work with children. Staff spoke positively about their recruitment and induction experiences which they found reassuring and supportive. Regular staff meetings, wellbeing check ins and appraisals supported staff in their day to day responsibilities as well as their longer term professional development. We suggested the use of the National Induction Resource would further strengthen induction and recruitment processes.

Children thrive and develop in quality spaces 4 - Good

Children experience high quality spaces

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

Children were cared for in a bright, clean, comfortable, and welcoming environment. The large indoor playrooms offered plenty of space to meet children's needs. All playrooms benefited from large windows that provided natural light and ventilation. Attractive wall displays and comfortable furnishings sent the message to children that they mattered.

Parents all strongly agreed their children were cared for in a safe, secure and well maintained environment. One parent commented, "we are invited into the nursery for different events throughout the year and are able to see the spaces my child plays in. The environment is safe, clean, secure and engaging".

As part of the services re-registration there was an action plan in place to provide children with suitable handwashing and changing facilities. Alterations had now been completed and met improvements that were required. New handwashing sinks and changing facilities contributed to a clean, safe and hygienic environment for children. Changing areas were warm, clean, tidy and offered privacy. This enabled children's personal care needs to be met in a dignified way that supported their health and emotional wellbeing.

The environments were structured to take account of children's stages of development and learning. Children's right to play was supported by resources which were age and stage appropriate and easily accessible to them. Resources were organised to support children's choices and curiosity. This further promoted their independence and ability to lead their own play.

The outdoor space was safe and secure and offered play experiences which supported children to develop their physical skills and movement. For example, some children were using wooden planks and tyres to create an obstacle course and climbing on the pirate ship. This enabled them to practice skills such as, balancing and jumping, and promoted their awareness of identifying and managing risk. There were a variety of stimulating resources including a mud kitchen, natural items such as, conkers, leaves, sticks and pine cones and mark making materials.

Access to the outdoor play environment was restricted at certain times of the day, with children having access during set periods only. This was to support children's safety as the space was not large enough to accommodate high numbers of children of different ages at the same time. To further support opportunities for daily outdoor play children accessed Kelvingrove Park.

We found there were times children's learning was stopped and interrupted indoors as they were all to go outside for their allotted time. We discussed with leaders the need to review current procedures to provide more flexibility to support children's choice. This would enable children to follow their interests and make choices about where they play without unnecessary interruptions to their indoor experiences.

Children were kept safe and accounted for at all times through effective systems for updating registers, clear communication between staff, and how staff positioned themselves throughout environments. These measures ensured children were appropriately supervised and supported, contributing to their safety and wellbeing.

Children play and learn 4 - Good

Playing, learning, and developing

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

Children were happy, confident and deeply engaged in their environment indoors and outdoors. They had formed positive friendships that supported their social and emotional wellbeing. Children demonstrated confidence and independence in leading and extending their own play and learning. For example, making stick men, role playing in the pirate ship and experimenting with natural items at the potion making station.

Staff were engaged in play with children, 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 further development of their ability to challenge and extend children's learning and play opportunities. Playroom monitoring was taking place on a regular basis and plans were in place to support staff to develop their skills. We acknowledged this would help further enrich children's learning experiences.

Children experienced a balance of planned and spontaneous experiences. Some play experiences supported children's numeracy, language and literacy skills. For example, children were interested in using materials for mark making both indoors and outdoors, singing songs and reading stories. Numeracy skills were supported through natural items such as leaves, conkers and pine cones for counting, sorting and comparing size.

Children's learning was being documented through photos and comments in large books. While these provided some evidence of participation in activities, there was limited evidence demonstrating how children contributed to planning their learning or of practitioners using their observations to respond to children's interests. Developing clearer links between observation, planning and evaluation would help demonstrate the impact of these experiences on children's learning and development.

Children's learning was being shared regularly with families through observations on the family app. This helped parents feel included in their children's learning. We suggested that observations could be strengthened by being more detailed, personalised and focused on learning progress. Leaders were aware of the differing skill levels within the team and had been working with leaders of early learning to improve quality of observations. Over time, this was expected to contribute to a more consistent approach to high quality observations that would support children's learning and progression.

Children's play, learning and development was enhanced through strong links to the local community. This included forest school activities in Kelvingrove Park, visits to The Mitchell Library, and a visit to the local temple to learn about Diwali. The service had supported children's learning around the Commonwealth games that had recently taken place in Glasgow. They shared children had watched the pipe bands rehearse for the event in the park and recalled children's excitement and delight as they danced to the music. These real life experiences supported children's wellbeing, confidence and cultural awareness and helped them feel a sense of belonging within their local community.

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 settings work and some aspects that could benefit from improvement.

Staff were warm, nurturing and caring in their interactions. Children had developed strong, trusting relationships with staff and were confident, happy and settled in the environment. When children became upset they were given comfort through cuddles and gentle words of reassurance. This supported their emotional wellbeing and sense of security.

Parents valued the care their children received, and relationships their children had with staff. Some of their comments included:

"The staff know my kids so well. It feels like a family"

"The nursery is just amazing. The staff are caring and have made a close bond with my child. I know my [child] will be nurtured and looked after very well".

Staff used nurturing approaches to support children's wellbeing, behaviour and safety. Positive language, praise and gentle guidance helped children learn how to manage conflicts, develop social skills and make safe choices. This promoted positive relationships and supported children's development.

Personal care was generally delivered in a way that promoted children's privacy and dignity. Staff sought children's consent before carrying out personal care tasks, such as, wiping noses, cleaning faces or changing a nappy. Children were given autonomy to choose who took them to the toilet. This promoted children's rights and helped them feel valued and respected.

Mealtimes were a relaxed and unhurried experience. Staff sat with children ensuring their safety whilst eating. Older children's independence skills were promoted through self-serving opportunities. Staff supported younger children to develop independence in feeding by encouraging the use of spoons, finger feeding, and offering assistance where appropriate. Children enjoyed chatting with each other and the adults. This helped to make mealtimes an enjoyable and social experience for the children.

Personal plans contained relevant information that supported staff to understand children's routines and preferences. While plans were accessible to parents, there was limited evidence of parental acknowledgement or contribution. Plans sampled did not consistently identify strategies to support children's needs or set clear developmental goals. As a result, it was not always evident how children's wellbeing, progress and outcomes were being supported. Therefore we have made an area for improvement to address this (see area for improvement 1).

Overall medication was stored and administered safely. Risk assessments were in place for children and contained information to support their needs. We identified opportunities to strengthen arrangements for some children. For example, some risk assessments required further actions for staff to take in an emergency and consent forms required additional information about children's symptoms. This would provide staff with clearer information to follow, helping support children's, health, safety and wellbeing.

Relationships with children and families were important to the service. Families were invited into the service for planned events such as, progress meetings, stay and play sessions and during settling in periods.

This contributed to fostering positive relationships and helped families feel included. However, we observed parents remained outside when dropping off and collecting their children. We discussed with leaders the importance of families being welcomed into the setting at these times. This would further strengthen relationships, communication and promote a sense of belonging for children and their families. We signposted the service to Care Inspectorate's publication "Me, my family and my childcare setting' for further guidance and support.

Areas for improvement

1. To support children's health, care and wellbeing, the provider should ensure that all children have a personal plan which is meaningful, accurate and regularly reviewed with parents. It should reflect children's current needs, circumstances, preferences and any strategies required to support them. Personal plans should provide staff with clear guidance to enable a consistent approach to care and support across the service.

This is to ensure that care and support are consistent with Health and Social Care Standard (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 1.15).

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

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Playing, learning and developing	4 - Good

Children are supported to achieve	4 - Good
Nurturing care and support	4 - Good

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Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.gov.scot

0345 600 9527

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