

Benview Early Years Centre Day Care of Children

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Type of inspection:
Unannounced

Completed on:
24 September 2025

Service provided by:
Glasgow City Council

Service provider number:
SP2003003390

Service no:
CS2003014946

About the service

Benview Early Years Centre is provided by Glasgow City Council. The nursery is registered to provide a care service to a maximum of 40 children aged from three years, to those not yet attending primary school and 15 children aged two to three years.

At the time of inspection 31 children were in attendance.

The service is located in the north of Glasgow, close to local amenities such as shops, parks and schools. The children are accommodated within two playrooms. All playrooms have direct access to spacious outdoor areas. They also had access to a 'secret garden' on the premises.

About the inspection

This was an unannounced inspection which took place on Tuesday 23 and Wednesday 24 September 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
- spoke with staff and management
- observed practice and daily life
- reviewed documents
- received electronic feedback from parents/carers.

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

- Sector leading practice under nurturing care and support supported all children to reach their full potential.
- The service promoted an ethos of love, respect and inclusion.
- Staff knew children and families very well, and provided the support and care they required in a kind and nurturing way.
- Children were supported and nurtured through their daily experiences, leading to outstandingly high outcomes for children.
- Quality assurance and improvement processes were inclusive of staff, children and families.

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	6 - Excellent
Children are supported to achieve	6 - Excellent

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

Leadership 5 - Very Good

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.

Quality indicator: Leadership and management of staff and resources

The service vision, values, and aims had been created in consultation with staff and parents. The service had planned to continue reviewing them with new parents when they started. The vision, values, and aims had placed the interests of the child at the centre. They reflected the aspirations of the service and the ethos which had been embedded in practice. Effective communication had ensured a clear view of the vision, values, and aims so that the wider staff team, children, and families had been included in achieving them.

Families', staff's, and children's involvement were central to the self-evaluation process for improvement. Families' views had been gathered on various aspects of the service including transitions and meals. These views had helped to inform change and support positive outcomes for children. Children's voices were heard throughout the service. There was clear alignment between practice and the United Nations Convention on the Rights of the Child (UNCRC). Children's rights were respected through staff practice, interactions, and visual displays, supporting staff and families to recognise the importance of these rights.

An improvement plan was in place, which had been used to develop and improve practice. The plan had been developed in partnership with staff and reflected the needs of the service. Progress had been made in aspects of the service through training and the development of new policies. The impact of self-evaluation and quality assurance had led to improved and sustained positive outcomes for children and families.

Robust auditing and monitoring had taken place as part of quality assurance processes. This had involved staff and supported everyone to understand the standards and expectations of the service. Staff held champion roles and were aware of their responsibilities to improve outcomes for children and families. For example, the play champion had worked alongside parents and children to support children's development. Highly effective practice had been identified and shared within and beyond the service to promote improvements which led to positive outcomes for children. This included staff cascading their knowledge and development gained from champion roles to other staff to ensure continuity of care and learning for children.

The importance of recruiting and retaining a stable and skilled team had been recognised by leaders as essential to the wellbeing of children and staff. The skilled staff had shown clear alignment with the values and ethos of the service. A mentoring process was in place for new staff to support them to feel welcome in the service and understand the values.

Children play and learn 6 - Excellent

We evaluated this quality indicator as excellent, where aspects of performance were outstanding and sector leading.

Quality Indicator: Playing, learning and developing

Children were making exceptional progress in their learning as a result of outstandingly high play experiences. Children were engaged in a range of rich, challenging spontaneous learning opportunities and having fun for prolonged periods of time. Children could make informed choices about leading their play and learning within enabling, challenging and creative environments. Staff demonstrated a very good understanding of how children learn and progress during their interactions. Staff were skilful in engaging children with quality, child led interactions and developmentally appropriate questions which enhanced and extended children's thinking.

Staff had recently completed nurture and language and communication friendly environments training which was evident in their interactions with children. Staff gave children time to listen, respond and process questions and information. Children's numeracy, literacy and language skills were developed through staff role modelling language and offering play-based learning experiences which challenged them. This included woodwork with real tools and planting experiences. Children had frequent opportunities to develop their thinking and problem-solving skills through imaginative play. For example, working together to build a haunted house in the block play area using digital images before drawing their own plans to build from.

Resources and experiences available sparked children's imagination and curiosity. For older children this included a cosy den area with books and soft furnishings, loose parts arts and crafts outdoors and homely house area. For younger children there were very good sensory experiences, including making playdough, painting, sand and water. The use of real leeks in the home area supported children to develop skills for life, as they chopped them and experimented with pretend cooking. Children particularly enjoyed pretending to make soup. Some children were very engaged in block play, building castles and drawing castles on coloured card with chalk.

All children benefitted from free flow access to outdoors where they could participate in imaginative, physical and risky play. This helped to support their learning and wellbeing. Staff came together as a team to reflect on children's interests and stages of development, then agreed plans in response to this. Staff linked their planning documenting to national curriculums and guidance. Staff also captured children's individual spontaneous interests and observations as they observed children at play. We concluded planning approaches were child centred and developmentally appropriate.

Staff worked together with families to inform them about their children's learning and development. Experiences were recorded, along with their achievements and successes in play and learning on an online app. Staff completed tracking and reports on children's progress regularly. Staff used observations effectively to recognise and extend children's knowledge and skills. Observations were shared with parents via an online app. This enabled parents to have the opportunity to continue and consolidate children's learning at home through discussion and further experiences. One parent commented, 'We have focus meetings every 3 months, where they update us on where my child is at, what they've been up to and the plan for them going forward. This is an opportunity for me to ask any questions regarding my child's development.'

Learning beyond the setting was developed through regular visits to a local care home and forest school. Staff had trained in forest school and the service had it's own allocated area of a nearby woods for children to participate in risky and challenging play. As a result had they developed confidence and resilience.

Children are supported to achieve 6 - Excellent

We evaluated this quality indicator as excellent, where aspects of performance were outstanding and sector leading.

Quality indicator: Nurturing care and support

Children across the nursery received exemplary care and support from a team of kind, nurturing, and highly attentive staff. Practitioners demonstrated a deep understanding of each child's individual needs, responding with sensitivity and professionalism. One parent shared, 'My child is supported with extra care needs to a high standard by the nursery staff. They give us a safe space for our child to be cared for and to help them reach their full potential without their care needs being an issue.' This feedback reflects the inclusive and compassionate ethos embedded throughout the setting.

Children's rights were consistently upheld and integrated into daily practice. Staff approached personal care routines with respect and discretion, seeking consent and promoting privacy and dignity. The nursery environment was warm, inclusive, and calming, featuring cosy areas and a sensory room designed to support emotional regulation and social development.

Mealtimes were relaxed and sociable, with staff catering to individual dietary requirements and encouraging independence through self-serving practices. Older children demonstrated autonomy by adding their names to waiting lists and folders to indicate they had eaten. Daily routines were thoughtfully used to foster connections and support developmental milestones, including safety awareness. Children confidently spoke about their safety mascots, which accompanied them during risk assessments both outdoors and in indoor play areas such as the block play area. This innovative approach empowered children to assess risks independently and confidently.

Children's wellbeing was further supported through comprehensive personal plans, developed in close partnership with families and reviewed regularly. These plans contained detailed information enabling staff to meet each child's current needs effectively. The professionalism and skill of the staff were evident in their high aspirations for every child. Strategies for children with additional support needs were clearly identified, and the service worked collaboratively with external agencies to provide holistic support. A wellbeing champion worked regularly with families to offer support and collaborate in planning for children's care. The quality and effectiveness of these personal plans were sector-leading, ensuring all children were supported to reach their full potential.

Transitions were managed with great care and consideration, whether children were starting nursery, moving rooms, or preparing for school. Welcome handbooks featuring photographs and service information helped families feel informed and reassured. They gave an initial introduction to the nurturing environment and ethos of the setting. Home visits allowed staff to build relationships with children and families, identify support needs, and arrange additional resources such as interpreters or financial guidance. These rich and meaningful transition processes consistently led to positive outcomes for children.

Strong, trusting relationships with families were a cornerstone of the nursery's approach. Staff actively encouraged family engagement throughout the year, holding regular meetings to discuss children's personal plans, learning, and development. A dedicated family support worker further enhanced the nursery's wellbeing ethos by offering stay-and-play sessions, family events, and workshops on literacy, numeracy, and wellbeing, including yoga and meditation classes. This unique and holistic approach contributed significantly to the consistently positive outcomes experienced by both children and their families.

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

Leadership	5 - Very Good
Leadership and management of staff and resources	5 - Very Good
Children play and learn	6 - Excellent
Playing, learning and developing	6 - Excellent
Children are supported to achieve	6 - Excellent
Nurturing care and support	6 - Excellent

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