

The Flying Start Nursery Day Care of Children

99 Rockfield Road
Glasgow
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Telephone: 01415 573 747

Type of inspection:
Unannounced

Completed on:
26 September 2025

Service provided by:
Carbon Property Solutions Ltd

Service provider number:
SP2014012307

Service no:
CS2014326339

About the service

The Flying Start Nursery is registered to provide a care service to a maximum of 36 children not yet attending primary school of whom no more than 23 are aged under three years, of whom no more than eight are aged under two years. The baby room will accommodate a maximum of eight children. The large playroom will accommodate children aged from two years of age up to those not yet attending primary school. The service is in partnership with Glasgow City Council to provide early learning and childcare to children aged between three and five years. The nursery is located within the Barmulloch area of Glasgow. The accommodation is on one level. There are two playrooms; one for children under two years and a larger playroom for children aged two years and over. Children in each of the rooms have direct access to a secure outdoor play space. The service is close to local amenities such as shops, library and parks where children can learn about their wider world.

About the inspection

This was an unannounced inspection which took place on 25 September 2025 between 08:45 and 15:15. This inspection was carried out by one inspector from the Care Inspectorate. To prepare for the inspection we reviewed information about this service. This included previous inspection findings, registration and complaints information, information submitted by the service and intelligence gathered throughout the inspection year.

To inform our evaluation we:

- spoke with children attending the service
- received electronic feedback from 11 families whose children attended the service
- received electronic feedback from five staff who worked in the service
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

Key messages

- Children benefited from a skilled staff team who worked very well together and had created a welcoming, inclusive environment.
- We found that staff were motivated, well led and passionate about improving outcomes for all children.
- The management team's approach had helped build, maintain and strengthen the capacity of the team to deliver continuity in children's care.
- Quality assurance and self-evaluation processes enabled the service to deliver high quality care and support tailored towards children's and families particular needs and choices.
- We identified a need for staff to develop more responsive observation and planning approaches to promote children's ownership and leadership of their play experiences.

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	4 - 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 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 leadership approach we observed in place was clearly founded on principles of high-quality care and learning, active engagement with children and their families and a vibrant improvement culture. The management team were committed to providing the highest standards for children, and families. The aims and objectives of the nursery were embedded in the everyday life of the setting and informed staff practice. The manager and staff were committed to including all stakeholders in the design and review of their vision, values and aims. These reflect the high aspirations of the children and families who used the nursery.

Staff engaged meaningfully with self evaluation. Their shared reflection had been underpinned by a new national quality improvement framework for the early learning and childcare sector. This included the selective use of a wide range of challenge questions to reflect on their practice and assess progress against national improvement framework quality indicators. This contributed to a culture of professional dialogue and collective responsibility for improvement.

The manager had gathered feedback from a range of stakeholders that informed change, secured improvement and had contributed to positive outcomes for children and families. This had directly benefited children's experiences. This was evident in the approaches to supporting children with additional support needs and working with other professional agencies including psychological services. It was also visible in the approaches staff had implemented to embedding numeracy and literacy in children's outdoor and indoor experiences. The quality improvement processes we found in place ensured sustainable change was being achieved at an appropriate pace of change.

The importance of recruiting and retaining a stable and skilled team was recognised by the management team as essential to the wellbeing of children and staff. Staff were recruited in a way that was informed by national guidance on safer recruitment practices. The manager ensured that new staff were safely recruited and that they understand their responsibilities within the team. The nursery had a well considered induction programme. It was thorough and personalised to meet the different roles within the team. The nursery utilised a range of resources, including the national induction resource, to equip newly recruited staff and those in new roles with the knowledge and skills necessary for providing high-quality care for children. As a result of effective staff induction processes, the manager had built a skilled and increasingly confident team capable of sustaining improved outcomes for children.

Children play and learn 4 - Good

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.

Quality indicator: Playing, learning and developing

We found that staff promoted a culture within the service that focussed on promoting the children's right to play, have fun and experience challenge.

Staff worked hard to provide high quality learning experiences by continuously promoting choice, children's interests, as well as tracking and reflecting on individual achievements. Within indoor and outdoor play spaces we observed children happy and engaged, with examples of children sustaining their involvement in individual play experiences for varied periods within the daily routine. One parent commented: "My child is out in the garden everyday. All the time kids are out in the garden or exploring locally. We can see this on seesaw (online learning journal) and when we come to pick them up. My child loves having the two gardens to play in as well as being given opportunities to go out to Asda, Barmulloch library and Robroyston park." Another parent told us: "There are a lot of different varieties of toys and my child likes playing outdoors. I like getting updates about what my child is doing and new things he has learned." The learning experiences available to children supported them confidently in their play, demonstrating curiosity and enjoyment across a wide range of experiences.

Staff had high aspirations to enable children to be successful. We found that staff used observations of children's significant play interests to adapt their support for and resourcing of play experiences for individual children. This supported staff to talk critically, reflectively and evaluatively about the quality of play experiences on offer. The management team monitored the quality of staff observations to ensure they were used to support planning of children's play and learning in ways that were meaningful to children. As a result, children were confident, happy and motivated to learn.

We highlighted to staff, planning strategies for extending the breadth and depth of children's learning and linking children's ideas across different play spaces. We discussed potential adaptations to current planning and documentation approaches that would extend their shared daily reflection on and responsiveness to children's changing play plans as they evolved. Staff agreed that this would increase opportunities for professional dialogue about linking and extending children's learning opportunities across the range of play spaces within playrooms and outdoors.

In addition, we highlighted strategies and observation approaches for developing older children's sense of ownership of leading change related to their self chosen collaborative play projects. Staff agreed that more flexible use of planning tools based on observations of children's most engaging and involving group play experiences could strengthen existing opportunities for children to shape their play environments. This can extend opportunities for staff to reflect on when children display deep level engagement in their play and support them to provide greater autonomy and choice as to how this will be taken forward.

Children are supported to achieve **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: Nurturing care and support

Children experienced warm, consistent, and responsive care across both indoor and outdoor environments. Staff interactions were nurturing and developmentally appropriate, which supported children to feel secure, valued, and confident in expressing their needs. Parents who provided written feedback commented positively about how staff nurtured and engaged with them and their children. Some of their comments included:

"The staff, my child's key worker, and the manager go above and beyond to update me daily, weekly and monthly on their progress. They are attentive, approachable and I couldn't wish for anything better for my child" and "At times my child can be reluctant to leave me at drop off but I am always assured by staff later in the morning that they have settled well and playing happily. The staff are kind and caring and my child feels comfortable to seek comfort from them when needed."

We found daily conversations between staff and parents supported them to reflect on their practice to ensure it was adapted to supported children's transitions including their evolving needs and development. This helped children to receive responsive and individualised care that promoted children's emotional security and confidence. Playroom layouts had been adapted to create diverse spaces that supported children to socialise, play in small groups or alone if they wished. We discussed with staff how this positively impacted on children's ability to regulate their emotions and build social skills.

We found children's wellbeing was supported through a robustly monitored personal planning system that was in place for all children. Personal plans valued the individuality of each child and took account of parents views with whom all plans were agreed and shared. Personal plans for children requiring additional support were comprehensive and well-structured, incorporating wellbeing assessments and health care information. Collaborative working with families and external professionals ensured children's support needs were identified and addressed. Inclusion meetings and multi-agency contributions to personal plans promoted consistency and continuity of care.

Staff recognised that children's daily routines provided rich opportunities to connect with children and support their growth and development. We discussed with the manager how lunchtime dialogue between keyworkers and children would be improved by being less task focussed and relating more to children's daily lives, experiences and interests.

Effective systems were in place to support communication with families. We found that parents and carers had regular opportunities to discuss their child's care and development, both informally and formally. We observed children being handed over and picked up by parents and related exchanges with staff. It was clear from these that staff knew children well and parents and carers felt valued and supported. A number of events had been organised throughout the nursery year to build the staff teams connections with families and increase their engagement in the nursery. This included: "stay and play" at the library; a mother's day tea party; home book lending schemes; home shared story bags; charity fundraising events; a fire station visit; Christmas singalong party; children's graduation ceremony. These approaches helped foster strong, trusting relationships between staff and families, leading to increased parental involvement and a shared understanding of each child's needs, interests, and progress.

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	4 - Good
Playing, learning and developing	4 - Good
Children are supported to achieve	5 - Very Good
Nurturing care and support	5 - Very Good

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