

Kelbourne Park School (Nursery) Day Care of Children

109 Hotspur Street
Glasgow
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Type of inspection:
Unannounced

Completed on:
25 September 2025

Service provided by:
Glasgow City Council

Service provider number:
SP2003003390

Service no:
CS2003016233

About the service

Kelbourne Park School (Nursery) is registered as a daycare of children service. It is registered to provide a care service to a maximum of 15 children - 3 children aged 2 to 3 years and 12 children aged from 3 years to not yet attending primary school.

The service is provided within Kelbourne Park School in Glasgow. Kelbourne Park School (Nursery) is a specialist service to support children with additional support needs.

Children have access to a range of facilities to meet their individual needs. There are three main play spaces that could be open plan or closed, as required, to meet the needs of children. The children can access a playroom with a large soft play, sensory room, hydrotherapy pool and large hall. The service also has use of extensive outdoor play spaces. There is an enclosed nursery garden and a wider woodland garden. The service makes use of local facilities in the Kelvindale area including The Children's Wood and local walks and parks. There was one child attending the nursery during the inspection.

About the inspection

This was an unannounced inspection which took place on 24 and 25 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
- spoke with staff and management
- assessed core assurances including the physical environment
- observed practice and daily life
- reviewed documents
- spoke with visiting professionals.

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.

During this inspection, we 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

- Staff were highly skilled in their approach to meeting the needs of children.
- A range of professionals worked well together with a holistic approach to meeting the needs of children and families.
- The play spaces for children were exciting, fun and challenging. They offered children a range of experiences that were engaging and tailored to meet the needs of children.
- A communication friendly environment allowed children to communicate in their preferred method and have a voice within the service.
- The staff team was reflective and consistently striving to develop and improve the service for children and families.
- Parents and families were well connected with staff ensuring a collaborative approach to meeting children's needs.

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	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 5 - Very Good

We evaluated this quality indicator as very good, this meant that there were major strengths in this aspect of the setting's work. There were very few areas for improvement.

Quality indicator - Leadership and management of staff and resources

The vision, values and aims of the service reflected an environment where people were compassionate, respectful, trusted each other and communicated well. As a whole team, the staff had reviewed the vision, values and aims including with key partners and parents. As a whole community, they had spent time considering what each of the values meant for the children attending the setting. For example, what did it mean for the children within this service to be part of the community as a responsible citizen? And how could the service support children to achieve their potential? They also looked deeper into compassion and empathy and the journey some of the families would be on and the role they played as part of the support network. These were the questions the service asked as they developed the values and aims of the service, as they considered children's lives. There was a positive ethos that showed that the aims and values were embedded in the culture of the service.

The improvement journey for the service was based on the needs of the children at the service at that time. There were three grand challenges and we could see the impact of improvements made within the setting. The service had focused on supporting children with feeling calm and regulated. They were also focusing on the whole school community being valued. Play, learning and planning was the third challenge and staff had really considered the individual needs of children as part of the improvement journey. Staff were very in tune with children. They had a rights-based approach to ensuring children were given the opportunity to share their views and preferences. Staff were skilled at getting to know children well, understanding their communication style and using communication aids to allow children to have a voice within the service. This helped children to feel valued and included. It also extended play and learning opportunities.

The team had worked hard to improve facilities and environments for children. This helped children to explore, play and regulate their emotions in different environments. There had been lots of fundraising to support children's play and learning opportunities. Staff had invested in an enriching outdoor play space, ensuring that the space was safe and secure, to allow children to explore a natural woodland environment and freely move around. There was a range of additional activities provided including therapeutic spaces for children's wellbeing. However, the local authority should prioritise ensuring that the building and wider school grounds are well-maintained and in a good state of repair.

There were lots of opportunities for families to be involved in the service. For example, parents were part of multidisciplinary meetings to support their children. Children's wellbeing and support for parents were at the heart of the values of the service. We saw a situation where a family was being well-supported by the team around them. The ethos of the service was to take pressure from parents and work in partnership for positive outcomes for children. Parents' views were gathered regularly. Staff used the Seesaw media platform well to communicate and engage with families. Parents were invited to complete targeted questionnaires regularly to help improve outcomes for children. Staff were highly motivated for parents and families to attend for open days and visits. Children travelled to and from the service by bus. Therefore, staff ensured they were opening as many channels of communication as possible to ensure families were valued as part of the whole school community. Parents shared positive comments about their involvement in the service. They felt really involved and supported by the team.

As a service providing specialist care and learning, alongside the core staff team, staff were working closely with a range of professionals who supported the overall wellbeing of children through a coordinated approach. This ensured that families had a holistic approach to being valued and supported.

New staff were well-supported with a comprehensive induction plan, following the national induction resource. As part of the induction, staff became familiar with children's personal plans and individual risk assessments. There was a range of training and any relevant training was planned to support the individual needs of children. Other professionals working with children would offer specialised training, if required, to meet children's individual needs. This could be for eating and drinking or specific to a child's medical needs, ensuring that staff had the right skills and knowledge to keep children safe. There was a whole team approach to support new staff and opportunities for shadowing keyworkers to develop practice and skills. This contributed to a culture of team working and support to ensure the safety and wellbeing of children.

Children play and learn 5 - Very Good

We evaluated this quality indicator as very good, this meant that there were major strengths in this aspect of the setting's work. There were very few areas for improvement.

Quality indicator - Playing, learning and developing

Children experienced a rich and varied programme of activities throughout the day to suit their stage of development and learning style. They were provided indoors, outdoors in the garden and in the wider community. The nursery provided access to a range of stimulating environments including a sensory room, hydrotherapy pool and outdoor woodland spaces. These environments were thoughtfully designed to reflect children's interests and developmental stages, promoting curiosity and exploratory play.

Resources were developmentally appropriate and attractively presented, encouraging children's choice and independence. Staff demonstrated a strong understanding of when to sensitively support engagement and when to allow children space, contributing to a calm and responsive atmosphere.

Interactions between staff and children were warm, respectful and attuned to children's individual needs. The setting was communication friendly, empowering children to express their wants and needs using their preferred methods of communication supported by highly skilled staff. Staff were trained in a range of ways to support children with communication including Pragmatic Organisation Dynamic Display (PODD) which was a structured symbol-based communication system to support children with complex communication needs. Staff celebrated children's achievements and were skilled in recognising and responding to children's cues which supported emotional wellbeing and engagement. This empowered children to make their wants and needs known.

Community links were well-established, enhancing children's experiences through regular participation in activities such as Bookbug, The Children's Woods and gymnastics classes. These connections supported peer relationships and broadened learning opportunities. There were also plans in place to support some peer connections with other nurseries in the community.

Planning was highly individualised and informed by observations, parental input and professional assessments. Staff used frameworks including the Curriculum for Excellence and the developmental milestones to guide children's learning opportunities. There was a clear focus on health and wellbeing, literacy and numeracy. Progress was tracked effectively, including postural support for children with physical disabilities to ensure they could access play and learning.

Children's personal plans were central to practice and reflected a holistic understanding of each child's needs. Staff were skilled in using communication aids such as (PODD) along with Talking Buttons and eye gaze technology to ensure children had a voice in their play and learning opportunities.

Parents shared positive feedback, highlighting the experiences and outdoor play opportunities their children enjoyed at the service. The use of the digital platform Seesaw enabled regular updates and strengthened connections between home and nursery, sharing learning and development.

Staff operated within a supportive team culture, underpinned by systems that encouraged reflection and professional growth. These systems helped to ensure that staff felt valued and confident in their roles, which in turn contributed to a rich play environment with positive experiences and outcomes for children.

Children are supported to achieve 5 - Very Good

We evaluated this quality indicator as very good, this meant that there were major strengths in this aspect of the setting's work. There were very few areas for improvement.

Quality indicator - Nurturing care and support

Children experienced warm, consistent and responsive care throughout their day. Staff interactions were gentle, respectful and attuned to the individual needs of children, helping children to feel safe, settled and valued. Staff demonstrated a deep understanding of each child's communication style and used a range of aids including PODD (Pragmatic Organisation Dynamic Display), Talking Buttons and eye gaze technology to ensure every child had a voice in their care needs being met. For example, staff used props to ask children if they could change their nappy or when there was a change in the routine. Personal care was delivered with dignity and sensitivity. Staff used verbal narratives and objects of reference to support children's understanding of routines and transitions, helping them feel secure.

Children's rights were embedded in practice. Staff respected children's autonomy, allowing them to move freely, make choices, and engage at their own pace. Mealtimes were relaxed and tailored to individual needs with staff promoting independence and communication through simple language, songs and shared interactions. Children were smiling, laughing and getting involved. Staff sat close with children to ensure children were safe while eating and drinking. There were opportunities to support independence through encouraging children to use cutlery, developing fine motor skills, serving themselves and trying new foods.

Parents shared positive feedback on their child's time at the service. They told us:

"My child loves going to nursery and is welcomed with open arms and greeted with a smile every day."

"The nursery staff are warm, welcoming and very approachable. My child has developed positive bonds during their time at nursery and is always eager to be there."

Children were kept safe by well-trained staff who were aware of their responsibilities in relation to child protection. We could see that staff were working as part of a multidisciplinary team to ensure children were protected. There were clear systems in place for collaborating, where needed, with a range of agencies to support families. Some children required specialist equipment to access learning and staff ensured each child had the right support. Children were escorted to and from the service by bus. Escort staff had built good links with families and staff ensuring good open channels of communication to support children's wellbeing. Medication procedures were safe and under review with the head teacher contributing to a working group. Some consent forms required more detailed information, and best practice guidance was signposted to support improvement.

Personal plans were in place for all children and were tailored to each child's individual needs. There were clear targets, strategies and goals for each child to support them to reach their potential. Personal plans provided staff with the right information to support children's needs. Pupil profiles provided snapshot of child's individual needs and how adults can support these. Children's personal plans involved a range of professionals to ensure they were getting it right for every child. There was a multidisciplinary approach to meeting the needs of children and this supported the children holistically along with their families. Access to specialist support was co-ordinated well by the staff. They facilitated therapies for children in the service along with meetings for parents. This ensured that everyone involved in a child's care were working together for positive outcomes for children.

Staff were advised to enhance record-keeping by including actions taken and outcomes resulting from shared information. The service was also involved in a test of change with NHS partners to improve transitions. Staff demonstrated a professional and skilled approach to manual handling, positioning and awareness of medical needs, ensuring children's safety during transitions.

Strong connections with families were evident. Parents praised the service's communication, particularly through the Seesaw platform, which provided regular updates and reassurance, especially for parents of non-verbal children. The service's commitment to family involvement and multi-agency collaboration contributed to positive outcomes for children. A parent shared that: "The service had been excellent with my [child], the ladies communicate well with me using Seesaw so I know exactly what my [child] has been doing ... my [child] always comes out smiling."

What the service has done to meet any areas for improvement we made at or since the last inspection

Areas for improvement

Previous area for improvement 1

The provider should improve the rooms which house the toilets and changing area within the nursery.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: "I experience an environment that is well looked after with clean, tidy and well maintained premises, furnishings and equipment" (HSCS 5.24).

This area for improvement was made on 18 January 2019.

Action taken since then

Toilets and changing facilities for children were clean, well-maintained and in a good state of repair.

This area for improvement has been met.

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

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