

Burnbrae Children's Centre

Day Care of Children

Cleeves Campus
Househillmuir Road
Glasgow
G53 6NL

Telephone: 01418 810 923

Type of inspection:
Unannounced

Completed on:
21 October 2025

Service provided by:
Glasgow City Council

Service provider number:
SP2003003390

Service no:
CS2003014818

About the service

Burnbrae Children's Centre is a service provided by Glasgow City Council and is in the Pollok area of Glasgow. The nursery is registered to provide care to a maximum of 32 children over three years to those not yet attending school, 15 children aged between two and three years and six children under two years. This service is close to public transport links, local shops a large shopping centre and other amenities including football pitches.

About the inspection

This was an unannounced inspection which took place on 20 and 21 October 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
- Reviewed documents
- Observed practice and interactions
- Spoke to staff and management
- Reviewed feedback from families.

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.

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.

Key messages

- Staff played a pivotal role in service improvement through self-evaluation and collaborative reflection.
- Staff demonstrated strong motivation and dedication to achieving the best outcomes for children and families.
- Children were deeply engaged in play for extended periods, showing enjoyment and focus.
- Children consistently developed language and communication skills in an environment designed to support this growth.
- Children thrived in a warm, caring environment where staff's affectionate and playful interactions fostered a strong sense of safety and belonging.
- Transitions were carefully planned and personalised to support each child's individual needs.
- Strong partnerships with families ensured tailored support for every child.

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 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

Staff and management were approachable friendly and professional throughout the inspection process. They engaged positively and showed commitment to further enhancing outcomes for children and families. The recent change in management was handled sensitively to help ensure a shared vision for children and families attending the service. As a result, staff were highly motivated and committed to getting things right for children and families.

The service values, vision, and aims were created with input from staff and were reviewed regularly. These were clearly reflected in the experiences children had, such as being cared for in a nurturing environment and taking part in exciting, active learning. The service planned to continue reviewing these values, with the aim of involving children and families in the process. This helps ensure that everyone feels included and that the service continues to meet the needs of the children.

Staff actively improved the service through self-evaluation, using best practice guidance and accredited programmes to assess and enhance children's experiences. This led to targeted actions that strengthened the quality of care. Management supported staff development by facilitating visits to other nurseries, promoting reflection and shared learning. Staff valued both visiting other services and receiving input from colleagues, using feedback to drive improvements. For example, expanding the book selection to reflect diversity help to create a more inclusive environment for children.

Families' views and opinions were gathered to help improve the service. Questionnaires were used to find out how welcome parents felt and what changes they would like to see. Feedback was very positive and parents shared, "Staff are always open to suggestions and will ask for feedback" and "From our first visit I have been asked to share any ideas that we may have and that the nursery are always looking for ways to grow and develop." The service shared plans to involve families more in self-evaluation by creating a wall display that shows the growth and development of the service using information, views and suggestions from families. We agreed that this was as good idea as it helps families continue to feel included and supports a shared understanding of how the service is working to meet children's needs.

Auditing and monitoring across the service helped maintain high-quality care for all children. For example, accident audits led to changes in the environment and updates to individual risk assessments improved safety for children. These actions showed a strong commitment to creating safe and responsive spaces that met children's individual needs.

The improvement plan was tailored to the service's needs, focusing on children's achievements, progress, wellbeing, learning, and Language and Communication Friendly Establishment (LCFE) accreditation. During observations we saw the positive impact of the plan so far, including how LCFE influenced the playroom environment and staff language. As a result all children were able to positively communicate their needs, ensuring they felt valued and included. We found children's wellbeing was also supported through strong parent engagement, nurture modules, and a dedicated nurture working party.

The service used the National Induction Resource to support new staff, offering a structured and reflective approach to induction. Staff reported feeling well-supported by management and mentors, and new recruits spoke positively about their experience. They valued having a mentor and felt confident seeking support from any team member, contributing to a welcoming and collaborative environment. The induction process helped identify areas for individual development and regular management meetings further strengthened support for new staff. This ensured that staff were well-prepared to meet children's needs, creating a safe, nurturing, and consistent learning environment.

Children play and learn 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: Playing, learning and developing

Children were engaged in play for extended periods, showing enjoyment and focus throughout. They were given opportunities to lead their own play and learning, with staff providing thoughtful support that encouraged independence and creativity. Staff interactions were responsive and playful, such as joining in chase games, which fostered joyful experiences and strengthened positive relationships. Parents shared, "Activities are adapted for each child and every child is always included. "My child is very particular in the way they play and the staff accommodate this perfectly." and "My child can be himself the staff have a good understanding of not all kids are at the same level of development." These approaches created a nurturing and stimulating environment where children felt valued, confident, and supported in their learning and development.

Children had continuous opportunities to develop their language and communication skills during the inspection. This was evident through staff interactions, where talk techniques were used naturally to support communication and help children express themselves. For example, gaining children's attention before speaking and using short, clear sentences. The environment also supported this approach, with well-organised and clearly labelled resources that helped children find what they needed and feel confident using them. Early literacy was promoted through storytelling and singing. Most book areas were thoughtfully arranged to encourage a love of reading. Children spoke about their favourite books and engaged in imaginative play to recreate stories. These practices supported children's language development, confidence, and creativity, helping them become effective communicators and enthusiastic learners.

Children could develop their thinking, creativity, and problem-solving skills through open-ended resources both indoors and outdoors. Real-life materials such as, crockery, metal and wooden objects were available across the setting, encouraging exploration and imaginative play. Staff supported this by engaging with children sensitively, allowing children to take ownership of their learning. Through these interactions, children developed mathematical language and built literacy skills, supported by staff who used thoughtful questioning, commentary, and gave children time to wonder and explore. Younger children strengthened brain connections as they explored through their senses. These experiences promoted curiosity, independence, and cognitive development, laying strong foundations for further learning.

Staff understood children's developmental needs and provided focused support to help them achieve. This was reinforced by regular assessments of children's progress. To strengthen family involvement in children's learning and celebrate success together, we suggested that next steps be shared with families. Families received regular photo updates of their child's play and learning.

These covered a wide range of developmental skills. These posts often highlight learning and were linked to the curriculum and wellbeing indicators. However, next steps in place to support children to further develop were not consistently captured. Linking observations to next steps would help demonstrate progression, guide future planning, and celebrate achievements more effectively. This approach would ensure that children's learning is more personalised, visible, and supported both at home and in the setting, leading to improved outcomes.

Planning for children's play and learning was child-centred, with staff using playroom observations to shape experiences around children's interests. There was a balance between spontaneous and intentional planning, reflected in the creation of big books and the experiences on offer in the playrooms. Staff allowed children to lead their own play while introducing interesting resources and inviting spaces to spark curiosity and extend learning. Regular evaluations of both the learning and the environment helped staff identify what changes were needed to support children's development. This responsive and interest-led approach promoted children's engagement, independence, and deeper learning across all areas of development.

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 were nurtured by kind, considerate, and warm staff who consistently demonstrated love, care, and affection. Cuddles, tickles, and laughter were abundant, creating a joyful and secure environment where children felt safe and valued. Parent feedback included, "My child has formed beautiful relationships with staff" and "The staff are my child's favourite thing about the nursery. He's fond of them all and will ask to go to nursery to see them." This nurturing approach was evident throughout daily experiences, mealtimes, and personal care routines.

Staff supported children in recognising and responding to their emotions in nurturing and meaningful ways. Cosy spaces with blankets and cushions offered children a calm environment to rest, relax, and self-regulate. The use of emotion puppets and carefully chosen stories further helped children develop positive coping strategies and express their feelings with confidence.

Children's wellbeing was a clear priority for the service and they were supported through all aspects of their lives, fostering strong, trusting relationships. Transitions were thoughtfully planned and tailored to meet each child's individual needs. This included initial home visits, extended settling-in periods, room transitions, and the eventual move to school. The head teacher from the local primary school praised the service, stating: "The effective partnership creates a nurturing journey for every child. Children experience a genuine sense of belonging and community, and families are engaged as partners, laying the foundations for lifelong learning and wellbeing."

Children's dignity and rights were respected through warm, nurturing care. Staff consistently sought children's permission before changing nappies, helping with nose wiping or supporting with dressing. This respectful approach gave children a clear message that they were valued, helping to build trust and promote a strong sense of self-worth.

All children had personal plans containing essential information such as emergency contacts and GP details. These were developed with parents and regularly reviewed, these plans enabled staff to provide individualised care, helping children feel safe and supported. For those needing extra help, tailored strategies, like social stories or one-to-one lunchtime support were included to promote wellbeing and development. We discussed with the service that plans could be further improved by setting clear, measurable targets for all children. This would support tracking progress, identifying ongoing needs, and ensuring care was well matched to each child's stage of development.

Children benefited from a sociable mealtime experience with their peers. Staff supported the development of independence and life skills as children practised pouring drinks, feeding themselves, and learning about good manners. There was scope to extend this further for older children by introducing more self-serving opportunities. At times, mealtimes could have been less task-focused to allow for a more relaxed and child-led experience. Some older children waited for extended periods after finishing their meal before returning to play. We asked staff to keep this under review to ensure children's wellbeing needs were consistently met.

Staff knew children and their families very well and had built meaningful partnerships. They worked closely with families to support each child in a way that met their individual needs. This approach helped children feel secure, valued, and understood. Staff also worked with community partners, kept communication open with parents and carers, and organised family events such as creative drop-ins, gardening, apple pressing, and cookery sessions. These experiences strengthened family engagement and gave children opportunities to learn and grow alongside their families. One partner commented, "We value our partnership with Burnbrae Children's Centre and recognise their continued commitment to supporting children and 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	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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Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

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