

# Busby Primary School and Nursery Day Care of Children

Busby Primary School  
Church Road  
Busby  
Glasgow  
G76 8EB

Telephone: 01415 707 040

**Type of inspection:**  
Unannounced

**Completed on:**  
23 October 2025

**Service provided by:**  
East Renfrewshire Council

**Service provider number:**  
SP2003003372

**Service no:**  
CS2003015834

## About the service

Busby Nursery is registered to provide a care service to a maximum of 120 children not yet attending primary school at any one time. No more than 120 are aged 3 years to those not yet attending primary school full time.

The service operates from a purpose built facility in Busby, East Renfrewshire. The building has a secure entrance, spacious playrooms and access to additional rooms including a dining room, and sensory room. Children benefit from direct access to a secure outdoors space and secret gardens. The service is close to local shops, parks and other amenities.

## About the inspection

This was an unannounced inspection which took place on 22nd and 23rd 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 and four of their family
- Gathered feedback from twelve families through online questionnaires
- Spoke with staff and management
- Observed practice and daily life
- Assessed core assurances, including the physical environment
- Reviewed documents

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 the core assurances.

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

- Strong leadership and staff collaboration improved outcomes for children.
- The service had a strong ethos of continuous improvement which enhanced the delivery of high quality practice.
- Children thrived through engaging play, creative experiences and responsive planning.
- Staff skills, knowledge and interactions enriched children's play and learning experiences.
- Children were nurtured, respected, and supported to achieve positive outcomes.
- Effective personal planning and transitions supported children's wellbeing.

## 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

### Leadership and management of staff and resources

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.

We found Busby Nursery placed children at the heart of its service. The setting was underpinned by a strong commitment to children's rights, inclusion, and the nurture principles. Parents told us staff are "welcoming and friendly" and "show genuine care and affection for my children." A shared vision was promoted by all in the team and well embedded into daily practice we observed. The head teacher acknowledged the value of revisiting the vision, values, and aims of the service to ensure children and their families currently attending felt connected and actively involved in shaping the service.

The senior leadership team had created conditions that fostered a culture of shared responsibility. Staff were encouraged to lead change, underpinned by relevant guidance, theories, and frameworks. Staff were motivated in their roles and committed to delivering high-quality experiences for children. Staff we spoke to told us they engaged in purposeful self-evaluation as a team, recently utilising 'A quality improvement framework for the early learning and childcare sector.' Staff felt their views and suggestions were valued and incorporated into the service's development plans. This showed us the team reflected well together which supported positive outcomes for children.

The team demonstrated a strong commitment to the continuous improvement of the service; they were open to our ideas and suggestions. The team had established an effective, collaborative, and empowering ethos which supported a shared leadership approach. The service's focus on high-quality play experiences and reflective practice, driven by high aspirations for children and their families, demonstrated a very good capacity for change.

Children's voices were central to the service's ongoing development through discussions with teacher and keyworkers, creating mind maps, and recording their ideas in floorbooks. While families had some opportunities to contribute feedback through face-to-face discussions, parent's nights, and questionnaires, the senior leadership team identified this as an area for development. We agree with the service's plans to explore new methods to meaningfully engage parents and carers in the self-evaluation process, supporting positive changes to the service.

Robust quality assurance and monitoring systems were established in the service. All staff had a clear understanding of their role and responsibilities for ensuring high quality care and learning. We found this was achieved through the effective monitoring and support given by the senior practitioner in the team. The head teacher discussed plans to further develop the quality assurance process through peer observations and assessments to sustain the high-quality provision. We would encourage the service to continue with these plans to further enhance staff practice and sustain positive outcomes for children and families.

Staff recruitment followed local and national safer recruitment practices. Induction processes were thorough and aligned with the Early Learning and childcare: National Induction Resource. Effective mentoring and supervision of new staff and students was well established in the team. All practitioners and teachers in the setting supported new team members to grow and develop in their role to provide high quality care for children. All staff were registered with the appropriate regulatory bodies and engaged in ongoing professional learning to ensure their practice was informed by current theory, practice, and good practice guidance.

## Children play and learn 5 - Very Good

### Playing, learning and developing

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.

Children were fully engaged in a range of rich and meaningful experiences during our inspection. They explored a variety of activities that enabled them to develop a broad range of skills, including language, literacy, and numeracy. Children demonstrated ownership of their play, confidently making choices and engaging deeply in their learning. We observed children explore magnets and malleable resources such as playdough, build large structures in block play, engage in a variety of arts and crafts activities and role play in the home corner. One child told us "I like playing with my friends at nursery."

The team had considered the spaces in the nursery to provide a stimulating environment that has a wide variety of open-ended materials and natural resources for children to explore. Staff understood the value of digital technology and had successfully incorporated safe and fun opportunities for children to explore this as part of their play and learning.

Children could free flow between the indoors and enclosed outdoor spaces. This approach supported children to have autonomy and self-direct their learning. Opportunities for risk beneficial play were evident and well supported by staff, contributing to developing children's confidence and resilience.

Staff demonstrated a strong understanding of child development and were skilled in adapting their practice to meet individual needs. They responded effectively to children's verbal and non-verbal cues, using a variety of approaches and communication aids, such as Makaton signs, to ensure all children were included in play and learning experience.

Planning was flexible, responsive, and based on children's interests and needs. Staff used a blend of intentional and responsive planning, incorporating children's ideas and suggestions into daily activities. This empowered children to take ownership of their play and explore new experiences. Staff were skilled at extending children's thinking and providing appropriate challenge while maintaining a fun and engaging atmosphere. One parent told us the service has "brilliant staff who are very engaging with the children."

Observations were meaningful, ongoing, and used effectively to inform next steps in learning. Teachers and key workers worked in partnership to track children's development, celebrate achievements, and promote progress. This ensured children developed a broad range of knowledge, understanding, and skills at a pace suited to their individual needs. One parent told us staff are "invested in my child."

The effective and collaborative approach by teachers and practitioners within the nursery ensured breadth, depth, and challenge across the curriculum.

Staff adopted creative and innovative approaches to capture children's interests and imaginations. Child-centred planning was at the heart of practice, with staff considering each child's interest and curiosities when planning new experiences. One parent told us "The teachers in the nursery are fantastic."

Children's voices were evident in floor books and mind maps created with staff. Children also gave their views on rhymes and books of the week through voting jars. One child told us "I like the garden and all of the toys. I like the ladies, they're kind to me and I like snack." We encouraged the team to involve children in the evaluation stage of planning to ensure they were fully involved in the planning cycle and had opportunities to consolidate their own play and learning effectively.

## Children are supported to achieve 5 - Very Good

### Nurturing care and support

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.

Staff at the nursery demonstrated a deep and practical understanding of the nurture principles, which were embedded throughout their daily interactions with children. We found children's wellbeing was sensitively and consistently supported through warm, kind, and compassionate care from staff. This approach fostered secure relationships that positively impact children's health, wellbeing, and development. One parent told us staff are "very approachable, considerate and kind." Another parent told us the staff "use gentle, restorative methods that my own children have responded very well to."

Care routines were flexible and tailored to children's individual preferences and needs, including sleep and personal care. Staff provided safe and sensitive care, guided by children's wishes and parental requests, ensuring children's right were respected. Staff had reflected on the environment within the nursery and created diverse spaces to enable children to socialise together or have time alone to rest and relax. This approach ensured children's emotional wellbeing needs were consistently met. One parent told us "The quiet sensory room is a safe haven children can retreat to."

Children enjoyed mealtimes that were relaxed, unhurried and sociable. Staff valued the opportunity to connect with children through conversations while sitting at the table. Children were supported to develop their independence and life skills by preparing, self-selecting, and serving their snacks and meals. Meals were nutritious, culturally appropriate and reflected the 'Setting the Table' guidance. Water was available throughout the day to ensure children remained hydrated.

The team recognised the importance of transitions and the impact this may have on children and their families. We found child centred transitions were thoughtfully planned and responsive to the evolving needs of children and families. The team undertook home visits and visits to other childcare establishments to build relationship that supported smooth transitions. The nursery valued multi-agency collaboration, which strengthened holistic approaches to getting it right for children, including when their needs changed or evolved. This approach ensured children felt safe, secure, and well-prepared for any change. One parent told us "I feel from the initial induction, communication with staff has always been very informative."

Children's wellbeing was supported through effective and meaningful personal planning. Plans reflected a rights-respecting, strength-based approach to care, play and learning. "Being Me" documents captured what mattered to the individual child, their interests, and agreed support strategies. Medication and health needs were clearly identified, monitored, and managed in line with current good practice guidance. SHANARRI wellbeing indicators were embedded in plans, with next steps and strategies shared across the team to ensure consistency and continuity in care. Parents told us they had the opportunity to discuss their child's plan through informal and formal discussions with key workers, online journals and during parents' meetings.

We found relationships with families were strong, respectful, and meaningful in the nursery. The team valued their connections with families and strived to create a warm, welcoming, and inclusive environment, mindful of cultural sensitivity and accessibility. The team actively embraced opportunities to engage with families in the setting and share children's achievements. Parents attended stay and play sessions, family wellbeing walks, join groups to local trips in the community and have fun at home with home learning bags. This approach supported families to be included in their child's learning and development while positively impacting on the quality of care for children.

## Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at [www.careinspectorate.com](http://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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