

Kirktonholme Childcare Day Care of Children

65 Randolph Street
Broomhill
Glasgow
G11 7JJ

Telephone: 0141 260 6870

Type of inspection:
Unannounced

Completed on:
8 October 2025

Service provided by:
Kelly Care Limited trading as
Kirktonholme Nursery

Service provider number:
SP2003001303

Service no:
CS2022000166

About the service

Kirktonholme Childcare is registered to provide care to a maximum of 135 children not yet attending primary school at any one time. Of those 135; no more than 39 are aged under 3 years; no more than 80 are aged 3 years to those not yet attending primary school full time. When using a mixture of the covered outdoor play spaces and outdoor areas the service can accommodate an additional 16 children aged 3 years to those not yet attending primary school.

Children are cared for across one level and have access to secure outdoor play areas from all playrooms. The service is provided from a purpose built building in the Broomhill area of Glasgow and is situated close to primary schools, shops, transport links and other amenities.

About the inspection

This was an unannounced inspection which took place on 6 and 7 October 2025 between 09:30 and 17:00. We provided feedback to the manager on 8 October 2025. This inspection was carried out by two inspectors from the Care Inspectorate. To prepare for the inspection we reviewed information about this service. This included registration information, information submitted by the service and intelligence gathered throughout the inspection year. To inform our evaluations we:

- spoke/spent time with children using the service
- received 27 completed questionnaires from families
- spoke to staff and the management team
- observed practice and daily life
- reviewed documents
- reviewed feedback from two 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

- There was a clear vision, set of values and aims in place. These had been designed in consultation with children, families and staff, which promoted high standards for children.
- Staff were safely recruited and careful consideration was given to ensuring they had the right knowledge, skills and experience to care for children.
- Children received care in a warm, clean and inspiring environment.
- Children enjoyed exploring outdoors and spaces supported children to be active and move their body freely promoting their physical development.
- Children experienced rich play and learning experiences that supported them to be curious, imaginative and creative in their play.
- Children experience warm, caring and nurturing interactions that helped them feel safe, secure.
- Staff understood the importance of an individual approach to transitions to meet needs of 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 thrive and develop in quality spaces	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

Quality indicator: 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.

There was a clear vision and set of values and aims in place, which had been designed in consultation with families, children and staff. These promoted high standards for children and was reflected in practice. Staff delivered a warm, nurturing and homely environment where children's voice was respected. Their values were displayed clearly, as a reminder of the high aspirations of children and families.

Leaders had embedded a shared approach to self-evaluation, where staff were confident in sharing their view, ideas and suggestions. This helped support reflection and continuous improvement, which promoted positive outcomes for children. Staff and leaders were passionate and motivated to get it right for children. They encouraged professional dialogue during the inspection and reflected on suggestions to enhance their practice and provision. We suggested using a model for improvement to help test and implement changes to strengthen their approach and consider how to involve children and families further. Staff told us "self-evaluation is something that the full team is involved with. We constantly self-evaluate how we can improve our services and better the children's experiences and learning."

Staff had a shared understanding of plans in place for improvement. For example, they identified where they could enhance the outdoor provision and make further adjustments to planning processes to support play and learning. The use of team meetings, action plans and staff training helped ensure they made changes at an appropriate pace to support staff understanding. This helped ensure a consistent approach to was in place to support care, play and learning.

Staff were supported in their role through regular opportunities for informal and formal discussion with their manager, which helped staff feel valued. This helped create conditions where staff could contribute towards the service and focus on their own professional development. This supported individual learning needs and continuous improvement within the service.

Leaders recognised the importance of recruiting and retaining a skilled staff team. Staff were safely recruited and careful consideration was given to ensuring they had the right knowledge, skills and experience to care for children. Induction programmes supported new staff to develop their awareness of the setting and the needs of children. This helped provided a clear overview of their roles and responsibilities. Parents were informed of any changes to staffing, which helped families to feel informed about current staffing within the setting.

Children thrive and develop in quality spaces 5 - Very Good

Quality indicator: Children experience high quality spaces

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 received care in a warm, clean and inspiring environment. Care was provided from purpose-built premises, which were well ventilated, with under floor heating. This helped maintain a comfortably temperature for children. All play spaces and shared spaces for families were well equipped and furnished to a very high standard. This helped children and families feel like they mattered. One parent told us "the nursery offers a homely, clean and modern environment. The rooms are light and airy, with plenty of resources. The outside area is fantastic, and was one of the reasons we selected the nursery."

Children were kept safe through a variety of measures, including safe storage of hazardous materials, regular checks on children's whereabouts and risk assessment of spaces. The welcoming and secure entrance helped ensure families and visitors were greeted by staff, before being permitted access to the nursery, helping keep children safe. One parent told us the "building is always clean and resources are in good condition."

Careful consideration had been given to placement and purpose of furniture to enhance the environment. This created an interesting and curious environment for children to lead their own play and access toys and materials. The addition of soft furnishings and lighting helped create a homely atmosphere. We asked the service to consider the use of high tables and chairs for older children whilst eating. Some children found this difficult to manage and would benefit from child sized furniture to support their safety and independence.

Children chose to play alongside other children, or on their own if they wished to do so. Smaller, cosier areas offered quieter spaces for children to play in smaller groups, supporting their wellbeing. Staff used play spaces flexibly to meet the needs and choices of children. For example, playdough, painting and board games. This helped ensure children influenced the use of spaces. A few children told us their favourite area was the kitchen, home area and they liked the rocking chair.

Spaces within younger playrooms had been well considered to support children's physical and development needs. However, we discussed where the 2-3 room could be further enhanced to help ensure spaces supported children's exploration and discovery. Staff reflected on this and made changes which created more open and welcoming spaces for children.

All play spaces had floor to ceiling windows, which allowed children to connect with outdoors, watch their peers and observe changes to the weather. During the first day of inspection children did not have free flow access to outdoors as at times the play spaces were closed. We discussed this with the manager, on the 2nd day of inspection, staff were deployed to ensure all spaces were open and accessible for children. Parents agreed that children accessed outdoor spaces on a regular basis. They told us "great outdoor space lots of opportunity's to go outdoors which is actively encouraged " and "the children appear to spend a lot of time in the garden, which was very important to us."

Children enjoyed exploring outdoors and spaces supported children to be curious and move their body freely promoting their physical development. Staff had plans in place to further develop the outdoor space as some areas were waterlogged, and toys and materials could be expanded further. We agreed that there was scope to develop more adventurous play with open-ended materials and loose parts. This would support children to take measured risks.

Children play and learn 5 - Very Good

Quality indicator: 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 experienced rich play and learning experiences that supported them to be curious, imaginative and creative in their play. Well-designed play spaces contributed towards children's natural curiosity and engagement in play. Parent told us "activities on offer are fun, varied and staff can always highlight educational aspects of the activity" and children enjoyed "sensory activities playing with water, sand and ice and playing in the mud."

Staff demonstrated a strong understanding of what children need to learn and develop. They were responsive to children and interacted in a way that further supported their thinking and learning. Staff made good use of asking questions, commenting and pausing, allowing children to investigate for themselves, and make decisions and discoveries.

Staff encouraged children to use their voice to share their ideas. As a result, children were able to influence how spaces were used to support play ideas. We observed children requesting play materials and being afforded time and space to be flexible with how they used them, which supported their confidence and creativity.

Children's language and numeracy skills were developed across the setting. There were plentiful opportunities for mark making in a variety of spaces. For example, home area, art area and outdoors. This helped ensure mark making experiences were easily accessible and meaningful for children. One child told us "we are allowed everything, paper, feather, crayons and chalk." Children used numeracy language during play. We heard children verbalising numbers of 'millions' and 'thousands'. Exploration in the mud kitchen and outdoors classroom provided opportunities for children to learn about weight and volume. Children had fun making potions and experimenting with large scales and buckets of water.

Planning approaches in place took account of children's interests and staff recorded learning through online journals. Observations and photographs of learning were shared with families. Staff had recently changed how they record plans for play experiences and were evaluating this approach. We suggested where more consideration could be given to responsive planning and ensuring intentional planning is supported by interactions and meaningful experiences. The manager agreed to consider this as part of their reviews.

Staff had recently introduced additional opportunities for children to come together in small groups for adult led experiences. This was based on children's interests, and their ideas and learning were recorded in floor books, supporting them to revisit and recall experiences. We discussed where further consideration could be given to a more flexible approach to ensure children have choice and peer groups are considered.

Children are supported to achieve 5 - Very Good

Quality indicator: 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.

Children experience warm, caring and nurturing interactions that helped them feel safe, secure. Children were settled and confident in play spaces and staff supported them to understand their emotions through calm and consistent interactions. For example, one child accidentally dropped a soft toy into paint and staff reassured them as they discussed how they could fix it.

Parents commented "the staff are brilliant, not only making our children comfortable but making the parents feel comfortable enough to reach out if needed" and "my child is welcomed with smiles, cuddles and love which makes me so happy as a parent."

Staff understood the importance of an individual approach to transitions to meet the needs of children and families. This included transitions between home and nursery and when moving onto a new playroom. Staff worked closely with families to observe and reflect on how children managed this transition, to ensure it was at a pace that was right for them, as they adjusted to the challenges of the new situation. Staff took time to get to know children, which supported them to respond sensitively to their needs. This helped them to build strong connections with families. Parent told us "staff are always very welcoming and accommodating to individual child needs, I feel supported and like my child is very supported too" and "staff are kind, caring, and genuinely interested in the children's wellbeing and development."

Children experienced relaxed and positive mealtimes, where they were supported to be independent. This provided opportunities to socialise with peers and chat with staff promoting language development. Menus were shared with families and the chef included children when creating new menus, helping to ensure that their preferences were considered. Fresh water was available throughout the day, helping ensure children stayed hydrated. In addition, fruit and cereals were available if children were hungry out with mealtimes. Staff were aware of allergies and dietary requirements which were accommodated to help keep children safe and included. Two parents told us "I love the meals they get and the snacks are amazing - my [child] tries new things more than they would at home because they are confident and happy in the nursery environment" and "food is brilliant, the menu is varied and seasonal and is shared with all families."

Personal plans contained a wide variety of information to help staff meet children's needs. This included online journals, transition records and health and medical information. We suggested reviewing how support strategies are recorded to clearly highlight children's development and progression. More detailed plans were in place for children that require additional support to help meet their needs, including involvement from other professionals to ensure children's strengths and progress is identified.

Staff valued the importance of meaningful engagement with families and plans were in place to develop this further. Opportunities for family members to attend sessions for 'bookbug' and 'breakfast and read', helped promote positive relationships. Some parents told us they would like more opportunities to be involved in developing the service. We shared this with the manager who agreed this was an area they were hoping to improve.

Well thought out arrangements were in place to support children who slept while at nursery, supporting their overall wellbeing. Staff closely supervised children and all had received safe sleep training, which promoted their practice supporting children's safety.

We discussed with the service ensuring suitable wipeable/washable, waterproof sheets were used to further promote infection control. The service shared that they were currently trying to source these.

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 thrive and develop in quality spaces	5 - Very Good
Children experience high quality spaces	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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