

Glenpark Children's Centre Day Care of Children

Glenpark Early Learning Centre
Madeira Street
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Type of inspection:
Unannounced

Completed on:
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Service provided by:
Inverclyde Council

Service provider number:
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About the service

Glenpark Children's Centre is a daycare of children service provided by Inverclyde Council. The service operates from a purpose built campus and has sole use of the premises and outdoor play area. It is currently registered to provide a care service to a maximum of 116 children aged from two years to not yet attending primary school, of whom a maximum of 20 may be under three years of age.

At the time of our inspection, 100 children were registered to attend the service.

About the inspection

This was an unannounced inspection which took place on 16 and 17 September 2025. The inspection was carried out by three 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
- spoke with two parents and received electronic feedback from 20 parents/carers
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

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

- Children were very well supported and cared for by friendly, kind, caring and attentive staff who were attuned to their needs.
- Children experienced a welcoming, homely and well-resourced setting.
- Children experienced high-quality, engaging play and learning opportunities that supported their creativity, curiosity, and progression across key curricular areas.
- Planning and assessment processes were developing well, with clear links to progression pathways and parental involvement. Continued focus on consistency in recording observations and next steps would further enhance outcomes for all children.
- The well-established staff team were committed to their role. They were deployed effectively considering their mix of skills and experience enabling them to respond to children's needs.
- Leaders were visible, supportive and actively modelled the service's child-centred ethos. A culture of inclusion and respect was evident across the team, with staff, children and families feeling valued.

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

How good is our care, play and learning?	5 - Very Good
How good is our setting?	5 - Very Good
How good is our leadership?	5 - Very Good
How good is our staff team?	5 - Very Good

Further details on the particular areas inspected are provided at the end of this report.

How good is our care, play and learning?

5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

Quality indicator: 1.1 Nurturing Care and Support

Children experienced warm, nurturing care from staff who knew them very well and responded to their individual needs. Children who had recently transitioned to the service or across playrooms received support at a pace that reflected their individual needs, supporting them to settle and feel included. Staff interactions were consistently kind and respectful, promoting a strong sense of security and belonging. Parents told us, "Staff are amazing, we couldn't have asked for better staff to trust with our child" and "Staff seem nurturing and caring to my child."

Staff had developed trusting relationships with families, creating a welcoming and inclusive ethos. A variety of opportunities for families to be involved in the life of the setting included; stay and play sessions, book bug, and planned events such as a pumpkin patch where families could enjoy seasonal experiences together. Parents told us, "The nursery's attention to detail for events is incredible. Every year, they make Christmas, Halloween, and end-of-term celebrations truly magical." Family support was strengthened further by community partnerships with 'The Trust' charity and local early learning centres and schools. These partnerships aimed to empower and improve lives within their wider communities by providing parent work shops which focused on instilling life skills and sustainability. For example, through 'cook and eat' sessions. As a result families were supported to learn new skills and were supported to achieve employment. This supports wider family wellbeing and security.

Staff demonstrated a strong understanding of children's needs and responded with sensitivity and care. Where additional support was required, staff worked collaboratively with external agencies, using tools such as visual aids and communication boards to promote inclusion and wellbeing. The development of the 'Agora Qualia' provided space for children to experience smaller group play and learning opportunities which suited their individual preferences. Families were consulted and involved in the decision making processes about their child's support. Where children spend the majority of their sessions within the Agora Qualia this could be more clearly recorded with personal plans.

Children's wellbeing was supported through personal planning processes. Plans contained relevant and up-to-date information about each child, including details of medical conditions and the involvement of other professionals. As a result, staff had a clear understanding of their individual needs and could respond appropriately. Personal plans were reviewed regularly to ensure they reflected children's current needs. Staff agreed to ensure that, where plans were reviewed with parents by telephone call, this would be clearly documented.

Personal care was delivered with dignity and respect by staff who knew children well. Staff sought children's permission before assisting them with care and used pictorial guides and objects of reference to support individual routines. This sensitive approach enhanced children's emotional security. Management agreed to develop facilities within Agora Qualia to support children's care routines.

Children benefitted from mealtime routines which were thoughtfully planned and implemented in a way that supported children's wellbeing and learning. Lunch was a calm and unhurried experience, paced to meet the individual needs of children. Staff were attentive in their approach, encouraging children to join the

lunch routine in a respectful and supportive manner. We observed staff sitting with children, engaging in relaxed conversation, and modelling positive social behaviours, which contributed to a warm and inclusive experience. Leaders and staff should now consider ways to further support children's involvement in the planning and preparation of snacks to fully encourage independence.

Quality indicator: 1.3 play and learning

Children's achievements were recognised and celebrated across the setting. These were shared with others and visibly displayed, promoting a sense of pride and belonging and reinforcing that children's contributions were valued.

Children had access to well-considered environments that supported cross-curricular play and learning. A wide variety of easily accessible play items promoted exploration and supported children to make independent choices and lead their own learning. This contributed high levels of engagement and enjoyment, resulting in happy children who were immersed in play.

Literacy, numeracy, and digital experiences were embedded across areas of core provision, supporting children's progression. Children enjoyed stories and songs which were animated and children were encouraged to join in. Letters, numbers and environmental print were displayed to encourage early literacy and numeracy skills. Writing materials were attractively displayed to support early writing and mark making. Digital literacy was a particular interest for some children, who enjoyed exploring programmable robots. This enabled them to work together to develop spatial awareness, use directional language, sequencing and solve problems.

Almost all staff demonstrated skilled interactions, using effective questioning to extend learning and engage children's imagination and curiosity. Children were exploring the use of first aid equipment such as bandages when staff skilfully intervened, commenting and explaining to extend discussions on how to care for others. This promoted empathy and basic first aid awareness.

Children engaged in child-initiated play using loose parts and open-ended materials which are play items which can be used in a variety of ways and do not have a predetermined outcome. Young children enjoyed using loose parts to explore cause and effect when creating a car ramp, and outdoors children created a ball run. This enabled children to explore concepts of weight and force whilst problem solving and making predictions supporting their natural enquiry, curiosity and creativity.

Planning processes had recently been reviewed and supported staff to plan appropriate learning experiences that linked to progression pathways. These are structured routes that children progress through in their learning. Staff worked alongside parents to set children's learning targets with the aim of ensuring a consistent link between personal planning and children's learning journals. This supported staff to track children's outcomes in health and wellbeing, literacy, and numeracy. Whilst some children's observations, evaluations and next steps were clearly recorded, this was not consistent for all children. The digital application, 'Learning Journal' had recently been introduced and most parents commented that they would like to see this utilised further. Parents comments included, "I would like more updates of what happens on a daily basis. The learning journals are good however not updated frequently" and "I feel like the learning journal updates are limited and I don't often see what experiences my child is involved in."

Outdoor areas offered opportunities for exploration, including planting and growing activities that sparked children's curiosity and interests. For most children, access to outdoors was at a time of their choosing supporting their play, however this was not consistent for all children. Physical activity was prioritised and outdoor play spaces provided opportunities for motor development where younger children enjoyed copying those more experienced. For example, riding bikes and climbing. This was enriched by community

connections such as 'Mini Morton' which enabled children to develop new skills, such as balance and co-ordination. Overall, children's health and wellbeing was supported through access to fresh air and exercise.

How good is our setting?

5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

Quality indicator: 2.2 Children experience high quality facilities

The setting provided an enabling environment for children with high-quality furniture items and resources that supported their wellbeing, learning and development. Children had access to developmentally appropriate indoor and outdoor spaces and the use of natural, muted tones and soft furnishings contributed to a calm and welcoming atmosphere. Informative displays in the hallway contained staff photographs and relevant parent information. Playroom displays showcased children's photographs and creativity, promoting a sense of pride and belonging. Children had access to their own space to keep personal items. This reinforced to children and families that they were valued.

A secure entry system, boundary fencing and effective staff deployment ensured safety for all. Attendance registers were updated regularly throughout the day to ensure all children were accounted for, demonstrating that children's safety was prioritised. Children's voices were evident throughout service risk assessments, demonstrating some understanding of everyday risks, promoting responsibility and life skills.

The purpose of the outbuilding known as 'Agora qualia' had been reviewed and at the time of our inspection this was providing safe, quiet spaces for some children, supporting their emotional regulation. The leadership team told us they felt this was working well for individual children and as a result their engagement levels had increased. This meant children's individual needs were met and they were supported to achieve their potential.

The service had developed strong links within their local community. Staff felt this was a key strength of the service. Community links included connections with local schools, community organisations and Alt Na Craig Care home. One child shared, "I like that big boys sometimes come and play with us from big school," when reflecting on the positive impact of these relationships. Strong community partnerships helped children feel a sense of belonging in their local area.

Accidents and incidents were recorded and shared with parents. We discussed with the leadership team that due to limited space within recording forms, some gaps were identified with recording details of first aid administered and any follow up care. The leadership team agreed to update the forms and monitor future recordings.

Secure information management ensured children's privacy was respected and overall, Infection prevention and control practices were effective to keep children safe and promote their wellbeing. Parents commented positively on the cleanliness and safety aspects of the setting. Comments made included, "The nursery always seems very clean and tidy. They take security seriously and I feel reassured my child is safe when in nursery" and "I think the staff are amazing at keeping everyone looked after and safe."

How good is our leadership?

5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

Quality indicator: 3.1 Quality assurance and improvement are led well

The leadership team promoted and sustained a clear, shared vision that reflects the aspirations of staff, children and families. This vision was embedded in practice and was evident in the positive ethos across the setting. The vision, values and aims had recently been reviewed in consultation with those involved in the setting and there was a strong sense of community embedded. A fun, upbeat song helped bring these values to life for children, supporting their understanding in a meaningful and appropriate way.

Families were meaningfully involved in shaping the service. Regular consultation through questionnaires and feedback mechanisms ensured their voices were heard. Responses were shared transparently in newsletters, with recent examples including requests for more digital feedback. Where actions could not be taken promptly, for example parental requests to develop a closed Facebook page this was communicated. This inclusive approach fostered a sense of partnership and trust.

Children's views were sought on aspects of the service through daily discussions and more formally through the children's committee. The committee of the week enabled all children to have the opportunity to meet with leaders and share their thoughts and ideas by attending 'mini management meetings.' This demonstrated to children that their opinions mattered and provided a sense of ownership within the setting.

Processes to monitor aspects of the service were in place and had led to positive changes. For example, improvements had been planned for the outdoor play spaces, and a new personal planning template had been developed. Monitoring arrangements could be further strengthened to ensure consistent practice that aligns with service policies and procedures.

Staff regularly engaged in informal reflection and peer support, contributing to ongoing improvements in the playroom environments. Formal reflection also took place, led by the leadership team and individual staff following planned events such as the end-of-year celebration. Leaders demonstrated awareness of staff strengths and areas where additional guidance may be beneficial. Tailored support was provided through coaching, shadowing and mentoring. These approaches should continue to build confidence and strengthen reflective practice across the team.

A detailed improvement plan was in place, outlining clear priorities for the year ahead. Progress from the previous year was evident and communicated to families. Leaders should continue with their approach to share on-going progress with staff, children and families. This supports a shared responsibility for making and sustaining improvements.

How good is our staff team?**5 - Very Good**

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

Quality indicator: 4.3 Staff deployment

The service was appropriately staffed, with effective deployment that ensured children's needs were met by staff who knew them well. Staff brought a range of skills and experience, and newer team members were supported through role modelling and collaborative practice. The leadership team were visible and supportive, with senior staff actively modelling the service aims for a child centred ethos. The teams value base was evident in their practice as they had created a culture of inclusion and respect.

Strong, compassionate and nurturing relationships with children enabled a whole team approach that met children's needs, rights and choices. Staff's positive interactions supported close attachments with children, who confidently sought them for cuddles, comfort and reassurance, demonstrating their sense of security.

Meaningful conversations at drop off times and written updates for some children included daily communication diaries and updates on online application Learning journals ensured families were well-informed of their child's daily care routines. We received varied feedback from families on the opportunities to communicate with their child's key worker. Comments made included; "It's a very nice welcoming atmosphere and feel can always ask or speak to someone" and "I have a good relationship with my child's keyworker however due to the nature of the pick up system I feel I never get a handover or feedback on what kind of day they have had or what they've been doing." To further strengthen the existing processes in place, the service could consider ways to support families enter their child's playroom at collection.

Parents spoke extremely positive about the leadership and staff team. Comments made included; "I am delighted with level of service from every member of staff" and "Glenpark staff are amazing!!!" One parent described the team as, "The happiest staff in the world. Always smiling, happy to help and know all the children by name". This highlighted the positive atmosphere and team morale. Overall, all families were very happy with the care, support and high-quality service their child received.

Staff were well-trained and competent, having completed mandatory training in child protection, food safety, and first aid. Additional learning in areas such as trauma-informed practice, racial awareness, and enabling environments further enhanced their knowledge. In-service days and planning meetings provided some opportunities for team learning. This could be enhanced by staff completing post training reflections to evaluate the impact of learning on their practice and how this improves outcomes for children.

Communication systems, including wellbeing check-ins and a communication diary ensured staff were kept informed of children's changing needs. Staff had opportunities to meet with management for professional reviews and 'Lets Talk' meetings which supported personal and professional dialogue and development. Formal processes could be strengthened by identifying future goals that are specific, measurable, achievable, relevant and time-bound. This could increase ownership and leadership within the team.

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

How good is our care, play and learning?	5 - Very Good
1.1 Nurturing care and support	5 - Very Good
1.3 Play and learning	5 - Very Good
How good is our setting?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very Good
How good is our leadership?	5 - Very Good
3.1 Quality assurance and improvement are led well	5 - Very Good
How good is our staff team?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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