

Glenburn Early Learning and Childcare Centre Day Care of Children

Colonsay Road
Glenburn
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Telephone: 03003001466

Type of inspection:
Unannounced

Completed on:
3 October 2025

Service provided by:
Renfrewshire Council

Service provider number:
SP2003003388

Service no:
CS2003014784

About the service

Glenburn Early Learning and Childcare Centre is a daycare of children service provided by Renfrewshire Council and is located in Paisley, Renfrewshire.

The service is registered to provide a care service to a maximum of 71 children not yet attending primary school at any one time. Of whom no more than 9 are aged under 2 years; no more than 14 are aged 2 years to under 3 years and no more than 48 are aged 3 years to those not yet attending primary school full time.

The accommodation comprises three main playrooms, a lunch room for older children, a relaxing family room, children's changing facilities and toilets. There are also large, enclosed outdoor spaces that provide children with valuable opportunities for outdoor play and learning. The service is close to bus routes and local amenities including parks, shops and primary schools.

About the inspection

This was an unannounced inspection which took place on 2 and 3 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 a small number of children using the service
- spoke with three family members of children using the service
- spoke with staff and management present on the days we visited the service
- gathered feedback from 16 staff members using a questionnaire
- gathered feedback from 14 family members using a questionnaire
- observed staff practice and children's experiences
- 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 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

- Close trusting relationships were a strength across the setting. The staff team placed children and families at the heart of their practice reflecting the vision and values of the service.
- Staff worked well together to create a warm, welcoming and homely environment where children and families felt they were respected, valued and their voices heard, helping to shape service improvements.
- Quality assurance systems were in place. Management welcomed feedback and showed commitment to strengthening these to improve outcomes for children.
- Children were engaged in play and having fun through a variety of meaningful and age appropriate indoor and outdoor experiences.
- Personal plans were in place for all children containing key information that supported their health, safety and wellbeing needs. The service should consider ways to further streamline these.
- Planning and learning journals captured children's experiences and interests. Further developing links between observations and next steps would further support individual progress.
- Families were genuinely respected and valued, with strong connections creating a welcoming, supportive and inclusive nursery community.

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	4 - Good
Children play and learn	4 - Good
Children are supported to achieve	4 - Good

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

Leadership 4 - Good

We evaluated this quality indicator as good, where there were important strengths within the setting's work and some aspects which could benefit from improvement.

Quality indicator: Leadership and management of staff and resources

The service's vision and values were reflected in daily practice. Management and staff shared a clear understanding of these principles, shaping their approach to meet the service's needs. A nurturing ethos promoted inclusion, wellbeing and a rights-based approach. As a result, children and families felt welcomed, valued and supported, contributing to a strong sense of belonging.

Management were warm, approachable and professional throughout the inspection. They engaged positively with the process, welcomed feedback and showed a genuine commitment to improving experiences and outcomes. Their openness to suggestions and shared vision supported ongoing improvement for children and families.

Feedback was actively gathered from children, families, staff and visitors through various methods including the You Said, We Did board, questionnaires, online surveys and daily conversations. One parent told us: "We are consulted with, welcomed into the centre, asked our opinions on things that take place and how things are run." This responsive approach strengthened relationships and created a culture where families felt heard and involved. Feedback led to meaningful changes such as child-led lunch choices and staff-supported transitions, which had been implemented. The service should continue to build on their use of learning journals, ensuring a more consistent approach to supporting children's progress and ongoing family engagement.

Quality assurance processes were in place including self-evaluation, a monitoring calendar and systems to track children's care, development and learning in line with the quality framework and improvement plan. Audits for medication, accidents and personal plans supported children's safety and wellbeing. To strengthen these processes, we discussed making audits more robust and consistent, such as increasing the frequency of accident reviews, clearer medication procedures and structuring personal plan audits to ensure information is easily accessible and that next steps and strategies are clear. Management were open to these suggestions and agreed to explore ways to streamline systems to further support positive outcomes for children.

The service's improvement plan supported ongoing development with staff actively involved. A key priority was to ensure children's personal plans are robust, regularly updated and reflect the voices of children and families. One staff member shared: "All staff are involved in self-evaluation. It gives everyone a sense of achievement and goals we want to meet." Further developing this will strengthen collaboration and support each child's care and learning.

All staff were registered with the Scottish Social Services Council (SSSC), reflecting their commitment to professional standards. New staff benefited from an induction process involving shadowing, mentoring and reflective discussions which supported relationship-building and understanding of the service's values. This helped staff feel confident in their roles, positively influencing children's wellbeing. To build on this, the management team had plans to fully embed the national induction resource to support best practice.

Management carried out personal development reviews helping staff to reflect on practice, identify strengths, learning needs and contributions to the improvement plan. Team meetings and in-service days promoted ongoing development and collaboration. Staff shared they felt supported and valued, with one commenting: "There is lots of support for wellbeing and a nurturing culture towards staff." As a result, a strong emphasis on wellbeing and an open-door approach helped staff feel motivated and confident, contributing to positive outcomes for children and families.

Children play and learn 4 - Good

We evaluated this quality indicator as good, where there were important strengths within the setting's work and some aspects which could benefit from improvement.

Quality indicator: Playing, learning and developing

Staff had a good understanding of how children learn through play. They spoke confidently about approaches such as block play, heuristic play and schematic play, supporting children's curiosity, creativity and independence. Children were engaged, exploring natural, open-ended materials, building with blocks and taking part in transporting and construction experiences. Staff joined play sensitively, asked open-ended questions and followed children's ideas, helping them make choices, express themselves and develop key early skills.

Literacy and numeracy were evident across all areas. Staff sang songs, read stories and provided opportunities for filling and emptying, mark-making and matching games. Initiatives such as Book bug and the Dolly Parton Imagination Library supported early language development and encouraged families to engage in learning at home.

Babies experienced rich sensory play with natural materials such as wooden and metal objects and textured resources, promoting curiosity and exploration. Cosy areas with books and cushions offered calm spaces for comfort and connection. Warm, responsive interactions were observed. Staff supported less mobile babies by bringing resources closer, providing choice and inclusion. Some babies explored the climbing frame confidently, while others investigated at their own pace, helping them feel secure and confident in play.

Toddlers engaged in sensory and creative experiences including sand play, gloop, playdough, block play and mark-making. The environment was planned to support schematic play with ramps, boxes and materials for transporting and enclosing. Children took turns on the climbing frame and explored gloop with spoons, tongs and acorns, while staff offered praise and encouragement. These experiences helped toddlers develop co-ordination, confidence and early social and communication skills through meaningful play.

Children aged 3-5 confidently led their learning through block play, arts and crafts, junk modelling, playdough, sensory exploration and imaginative play. Free-flow access to the garden supported choice. Staff responded to children's interests by using open-ended questions and following their ideas. At times, routines such as all together lunch and group time as well as area closures, paused play and limited interactions. Following discussions with the management team, this had improved on day two of the inspection. We suggested that management continue to review and monitor daily routines to ensure disruptions to children's play are minimal, to support deeper sustained child led learning.

Children actively engaged in outdoor play within a spacious, nurturing environment that supported physical development, social interaction and curiosity. Toddlers and children 3-5, explored freely and with enthusiasm, with sibling interactions warmly encouraged. Features like the 'wee coorie house' offered calm spaces, while the mud kitchen, puddle play and transporting activities supported creativity and schematic play. The tree swing was particularly popular, with children independently managing turn-taking using a timer, fostering responsibility and ownership of their play. Opportunities such as making bird feeders and observing insects fostered a connection with nature and problem-solving skills. We discussed with management how outdoor opportunities for babies could be further embedded into daily routines to enrich their experiences.

Staff engaged in reflective discussions to support children's learning, with observations captured through floor books and online journals. For younger children, learning journeys highlighted individual progress including key developmental milestones such as crawling, walking and growing independence. For children aged 3-5, staff used floor books to plan learning in specific areas, and some journals reflected children's ownership and voice. For example, photographing their work and adding comments. While planning covered curriculum learning, links between observations, next steps, and journals were not always consistent or reflective of individual needs. Management recognised this as an area still developing and had introduced mentoring and role modelling to support and strengthen practice.

Children are supported to achieve 4 - Good

We evaluated this quality indicator as good, where there were important strengths within the setting's work and some aspects which could benefit from improvement.

Quality indicator: Nurturing care and support

Children and families were warmly welcomed by kind, friendly and nurturing staff who greeted them with smiles and respect. One parent said, "My child loves every member of staff, and they love my child; everyone greets them lovingly." Parents were invited into playrooms at drop-off and pick-up, encouraging open communication and building trusting relationships. As a result, children and families felt included and valued.

Staff knew children well and responded to their individual needs with warmth and sensitivity. One parent commented: "The staff are very loving and care for the kids as they would their own." Home visits and settling-in sessions helped staff understand each child's background and preferences. Transitions, including arrivals and room moves, were managed in a child-centred way, with staff offering reassurance to help children feel secure.

Close partnerships with parents supported the development and review of children's personal plans. Key information about routines, likes, dislikes and healthcare needs was shared. Most parents strongly agreed they were involved in their child's care, commenting, "I'm kept up to date through daily updates, the learning journal, and care plan reviews" and "Staff are always happy to discuss anything involving my child's care with their best interests at heart." Weekly wellbeing meetings allowed staff to reflect on children's development, interests and next steps, while daily conversations promoted consistency between home and nursery. As a result, children received care tailored to their individual needs.

Mealtimes were calm, relaxed and unhurried. Staff sat with children, chatting warmly, offering praise, and ensuring safety. Dietary needs were understood and further supported by coded placemats. Children enjoyed a healthy lunch and had access to water, keeping them hydrated. Babies and toddlers were encouraged to feed themselves, with support given if required. Older children helped serve food, pour drinks and clear away dishes. Mealtimes were positive and promoted healthy habits, independence and life skills.

Children's personal care needs were met in a sensitive and respectful way, helping to maintain each child's privacy and dignity. Staff carried out nappy changes with minimal disruption to children's play, particularly for younger children who had easy access to well-located changing facilities. However, for older children, the location of the changing area should be reviewed to ensure it continues to meet their needs. We discussed this with the management team who agreed that they were willing to make changes to the location to better support children's needs.

Children's sleep was well supported, with comfort items and blankets provided. Staff followed safe sleep procedures and monitored children to ensure they were comfortable and safe. As a result, the calm atmosphere helped children feel settled and well rested.

Medication was stored safely and out of children's reach. We spoke with the management team about the benefits of offering further training to staff in administering emergency medication. This would help strengthen procedures and continue to support children's safety.

Staff demonstrated a strong understanding of safeguarding and their responsibilities. They had completed child protection training, and chronologies were used to record significant events. This ensured children were kept safe and protected.

Staff were committed to involving families and creating a nurturing nursery community. Opportunities such as Stay and Play, Bookbug and Tea, Talk and Toast offered meaningful ways for families to connect. Initiatives such as free fruit, food pantry, clothing swap and book sharing reflected genuine care and helped families feel supported and included.

Children and families were at the heart of the nursery, described by parents as an "extended family". Families praised staff as kind, caring and invested in their children. One parent said, "Staff are friendly and open and they know my child and our family well, they ask questions about my family and are engaged in us." The nursery's pet fish, Bob, became a lovely focus for connection. Children and families enjoyed watching and feeding him, sharing conversations, and creating moments that strengthened bonds and nurtured the sense of community.

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	4 - Good
Leadership and management of staff and resources	4 - Good
Children play and learn	4 - Good
Playing, learning and developing	4 - Good
Children are supported to achieve	4 - Good
Nurturing care and support	4 - Good

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