

Bellrock Nursery School Day Care of Children

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Cranhill
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Type of inspection:
Unannounced

Completed on:
12 November 2025

Service provided by:
Glasgow City Council

Service provider number:
SP2003003390

Service no:
CS2006125211

About the service

Bellrock Nursery School is registered to provide care to a maximum of 75 children aged 2 years to those not yet attending school. The service is provided by Glasgow City Council from purpose-built premises in the Cranhill area of the city. The service is located close to other local nurseries, schools and green spaces.

About the inspection

This was an unannounced inspection which took place on 11 and 12 November between 09:00 and 17:00. 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 attending the service
- spoke with staff and management
- spoke with a group of parents who were part of the parent committee group
- observed practice and daily life
- reviewed documents
- received electronic feedback from thirty three 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, improvements were identified relating to core assurances. We have reported where improvement is necessary within the Leadership heading of this report.

Key messages

- The service fosters collaboration and transparency through shared vision and values developed with staff, children, and families.
- A more robust, outcome-focused approach to auditing key areas will strengthen practice and improve outcomes for children and families.
- Learning journals documented experiences, gaps in progression planning limited impact.
- Children were cared for by staff that knew and cared for them in kind and responsive manner.

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

Quality indicator: Leadership and management of staff and resources

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.

The service demonstrated a commitment to collaboration and continuous improvement. Its vision, values, and aims were displayed in the hallway. These had been developed through consultation with staff, children, and families, creating a sense of ownership and strengthening relationships. This promoted transparency and reinforced a shared commitment to partnership working.

Professional collaboration was prioritised. Staff engaged in some self evaluation tasks through moderation activities with other local establishments. They took part in visits to share practice. This improved professional dialogue and consistency in assessment and planning. As a result, staff confidence and the quality of practice supported positive experiences for children.

An improvement project focused on the physical environment. Consultation identified priorities and barriers to children accessing playrooms were removed. These changes created a more inclusive and welcoming space where children could move freely and explore. This had a positive impact on children's independence and engagement in play.

The service identified key priorities within their improvement plan. This was displayed in the hallway to ensure transparency and accountability. This transparent approach demonstrated a strong culture of continuous improvement and partnership with families. Families felt involved and valued, staff were confident and motivated, and children benefited from an inclusive, well-planned service that supported learning and development. Whilst the service had identified where improvement could be made, we discussed how a more robust, outcome focused approach to auditing and monitoring of key areas such as children's personal plans, medication, use of digital technology and learning journals would further improve outcomes for children and families.

During our inspection unsuitable online content appeared briefly while a child was using a computer. Staff acted promptly to address the situation and informed the local authority who carried out an investigation. Following the conclusion of our inspection, we have received reassurance from the service that robust measures have been implemented to prevent recurrence. These actions supported the safety of children using digital technology.

New staff experienced a structured induction. This began with a meeting with the management team and included training tailored to the needs of children attending the service. Staff were paired with a mentor for ongoing support. This helped maintain stability for children during the transition. One staff member we spoke with described the induction as thorough and supportive which increased confidence and ensured continuity of care. As a result, children experienced consistency and emotional security throughout the change.

Children play and learn 4 - Good

Quality indicator: Playing, learning and developing

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.

The service provided a stimulating learning environment that promoted independence and choice for children. Clearly defined areas including sand play, block construction, arts and crafts, painting easels, and water play, enabled children to move freely between experiences. This supported confidence and autonomy in decision-making. Free-flow access to the outdoors was available. This encouraged physical development and extended learning opportunities. Resources such as wetsuits and wellies were stored for children to access easily. This demonstrated the service's commitment to outdoor learning and ensured children could engage in active play in most conditions.

Learning opportunities were rich and varied. They supported a broad range of the curriculum. Literacy was embedded through self-registration, snack board activities, and arts experiences, where children practiced name writing and letter formation confidently. Numeracy was promoted through counting, comparing quantities and problem-solving during creative tasks such as junk modelling and bridge design. Science, technology, engineering and mathematics (STEM) learning was evident in block play and construction activities, where staff extended thinking through open-ended questioning and real-life connections, such as discussions about builders' roles. Expressive arts were supported through music, rhyming games, and painting. This generated excitement and language development. Children demonstrated creativity, problem-solving and sustained engagement across experiences. This contributed positively to their cognitive and social development.

Learning journals were now paper-based following the recent decision to discontinue online systems, captured observations. However, they lacked consistent next steps or evidence of following up on children's interests. While documentation reflected experiences, gaps in progression planning limited the ability to track and extend learning effectively. Children's and parents' voices could have been stronger within planning processes. Involving children and families more would increase opportunities for shared understanding of learning goals.

Families who provided feedback told us that they were always welcomed into the service and had the opportunity to discuss their child's care, play and learning. Some of their comments included "I always feel very welcomed into the nursery. The staff are friendly and approachable, and I'm given regular opportunities to talk about my child's care, play, and learning. It's clear they value parental input and want to work in partnership" and "the staff are welcoming and approachable. I can speak to everyone regarding my child's development."

Children are supported to achieve 4 - Good

Nurturing care and support

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.

Staff interactions were warm, nurturing and responsive. They engaged at children's level, using positive facial expressions and calm tones which created a secure and inclusive atmosphere. Emotional needs were addressed promptly with staff sensitively supporting children who were upset on arrival or during peer disagreements. This approach fostered trust and wellbeing, enabling children to settle quickly and participate fully in learning experiences. As a result, children demonstrated confidence and resilience in their play.

Snack and lunch routines supported children's independence and choice. Rolling snack was relaxed and included friendly conversations that promoted language development and provided emotional reassurance. A rolling lunch was offered where children confidently chose when they wanted to go for lunch and select their own food. During the observed lunchtime experience in the 3-5 room, staff did not sit with children or engage meaningfully with children. Some children would have benefited from assistance in cutting their food. Staff missed opportunities to promote social interaction and extend language development. This reduced the potential benefits of mealtimes as a learning and nurturing experience. Improving staff involvement at mealtimes would enhance children's social skills, confidence and emotional wellbeing. In contrast, children in the 2-3 room experienced close physical contact and engagement from staff who supported and encouraged them in a nurturing and reassuring way.

Personal plans contained numerous entries but did not clearly identify what each child needed or how staff were supporting those needs. Some lacked specific targets within the plans. This limited their effectiveness as a tool for planning progression. Staff were able to articulate children's needs and strategies better than the written plans reflected. This indicated that knowledge was strong but not consistently documented. In contrast, where children had specific wellbeing assessment plans, these were more meaningful, with strategies and targets clearly recorded. The lack of clarity and targets in some of the personal plans reduced their value in supporting individualised support and tracking progress.

Medication procedures required some improvement. Staff should ensure that children's medication is easily identified, we suggested using children's photos to do this. They should also ensure that information about signs and symptoms is recorded and stored with the medication. This will support staff's judgement about when medication is required, ensure consistency and support children's health and wellbeing.

Connections with families were strong and had a positive impact on children's experiences. Parents and carers were warmly welcomed into the service and be part of its day to day life. Staff shared information with parents and carers warmly and sensitively. Initiatives such as the lending library and home link bags helped extend learning at home. During our inspection we met with a group of parents who formed the parent committee. They told us that they felt fully supported and valued as parents and carers in the setting. They shared how their fundraising activities supported the service and improved outcomes for children. These connections promoted trust and strengthened continuity between home and the setting.

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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