

## Buddies Clubs and Services (Nursery) Day Care of Children

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Glasgow  
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**Type of inspection:**  
Unannounced

**Completed on:**  
30 October 2025

**Service provided by:**  
Buddies Clubs and Services (Glasgow  
West) Ltd

**Service provider number:**  
SP2003001235

**Service no:**  
CS2009235699

## About the service

Buddies Clubs and Services (Nursery) is registered as a daycare of children service. It is registered to provide a care service to a maximum of 59 children not yet attending primary school, of which:

no more than 9 children are aged under 2 years

no more than 10 children are aged 2 years to under 3 years

no more than 40 are aged 3 years to those not yet attending primary school full time.

The service is based within Buddies Clubs and Services in Glasgow. The nursery has three main playrooms with an additional space for lunch. There is a large, enclosed garden and large greenhouse where children were planting and using their produce for cooking. Forty children were attending the service at the time of this inspection.

## About the inspection

This was an unannounced inspection which took place from 27 - 30 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
- 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 in relation 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

- Children experienced outstanding play experiences that supported their progression in literacy, numeracy and creativity.
- Staff demonstrated consistently respectful and attuned interactions, promoting emotional wellbeing, dignity and inclusion.
- Individualised transitions and comprehensive personal plans ensured children were supported to achieve.
- Children's voices shaped all elements of the service, ensuring they felt valued and respected.
- Strong engagement with families meant that children received consistently nurturing and responsive care, support and learning.
- Children were developing confidence and essential skills for life through an innovative growing and selling enterprise project.
- Strong leadership ensured continuous improvement for children and families.
- Children received high quality care from experienced, skilled and highly trained staff.

## 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	6 - Excellent
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

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.

### Quality indicator: Leadership and management of staff and resources

The service demonstrated a clear and ambitious vision, values and aims with a strong commitment to achieving positive outcomes for children and families. Staff were passionate and dedicated to delivering high-quality early learning and childcare, underpinned by a nurturing ethos and child-centred practice.

Their approach to leadership was effective and responsive, fostering a culture of continuous improvement. As an organisation, they invested meaningfully in staff development, wellbeing, and teamwork which contributed to a motivated workforce and positive outcomes for children and families.

Children were thriving in a well-resourced, stimulating environment that supported high-quality play and learning. Observations, feedback and dialogue with children showed a strong sense of ownership and engagement, placing children firmly at the heart of the service.

Staff took pride in their work and demonstrated a deep understanding of the importance of their role in supporting families and being inclusive. Resources were reinvested into the service, ensuring sustainability and ongoing enhancement of provision.

Leadership of staff and resources within the service was highly effective and clearly focused on continuous improvement and positive outcomes for children and families. The management team fostered a reflective and professional culture, where staff were empowered to contribute meaningfully to the development of the service.

The self-evaluation processes were robust and inclusive. Staff, parents and children were actively involved in shaping the service through regular feedback and dialogue. There was clear evidence of a journey of improvement, with decisions informed by consultation and reflection. This led to ongoing enhancements in practice and provision.

A structured quality calendar was used effectively to support audits and planning. Key areas such as medication, first aid, transitions, professional registration, improvement planning, personal plans and children's learning assessments were systematically reviewed and checked. The quality and consistency of information gathered through these processes had a direct and positive impact on outcomes for children.

Staff demonstrated a strong commitment to professional development with regular training, peer review and leadership pathways. For example, the Lead Practitioner of Attainment supported the cascading of knowledge and skills across the team. This contributed to a dynamic and responsive learning environment where children's play and learning were continuously enriched.

The service demonstrated highly effective leadership in the recruitment, induction and development of staff. Safer recruitment procedures were robustly implemented prior to staff joining the team, ensuring compliance with national guidance and safeguarding standards. Staff retention was strong and team members spoke positively about their experience working within the team, referring to it as a family. This reflected a supportive and inclusive ethos. Staff movement across rooms was managed strategically, enabling practitioners to build confidence across age groups and supporting smooth transitions for children. All staff held qualifications beyond the requirements of their roles, highlighting a strong commitment to professional development in practice.

A comprehensive induction programme was in place, aligned with national guidance. This included a structured programme, planned peer support, mentoring and a full suite of essential training modules such as Getting it right for every child (GIRFEC), child protection, trauma-informed practice, duty of candour, food hygiene and first aid. This ensured that new staff were well-prepared and confident in their roles.

Ongoing support was provided through scheduled three-monthly supervisions, offering opportunities for reflective dialogue, wellbeing check-ins and identification of professional learning interests. Staff were encouraged to pursue training aligned with their interests and the needs of the service.

Practice was consistently aligned with national policy including the United Nations Convention on the Rights of the Child (UNCRC) and early years frameworks. These were embedded across training, self-evaluation and the planning and assessment of children's learning. Champion roles were used effectively to lead improvements in key areas such as literacy, numeracy, sustainability and enterprise, resulting in enriched learning experiences and improved outcomes for children.

## Children play and learn 6 - Excellent

We evaluated this quality indicator as excellent where aspects of performance were outstanding and sector leading.

### Quality indicator: Playing, learning and developing

Staff demonstrated a high level of skill in delivering exciting, challenging and meaningful learning experiences for children. Literacy and numeracy were deeply embedded across the service, from the youngest children through to older age ranges. Children confidently applied these skills in everyday routines such as mealtimes, transitions and play. This reflected how effective the learning environment and staff practice was. As a result, all children were making exceptional progress in their learning and development.

Staff were confident and knowledgeable about the experiences they provided, using national frameworks such as Realising the Ambition, Curriculum for Excellence and the United Nations Convention on the Rights of the Child (UNCRC) to plan, observe and assess learning. Staff had a deep understanding of child development which enabled them to offer exceptional challenge and support to children, fostering their independence, creativity and curiosity. All interactions were consistently high-quality and attuned to individual children's needs. For example, a variety of communication-friendly approaches including visuals and signing. This created a nurturing environment where children's voices were heard and respected.

Outstanding environments and play experiences ensured that all children were consistently engaged in high quality play and learning. Environments were thoughtfully designed to support sustained engagement, with examples including story sessions, music and movement, group games, Bookbug rhymes and Spanish lessons. Children were highly engaged, cooperative and demonstrated ownership of their learning, particularly in areas such as block play and role play. The learning environment was vibrant and stimulating, with children's interests being followed to prompt their exploration and play. A balance of spontaneous and planned activities supported a varied and enriching programme through all the age ranges of children. This meant that children were having lots of fun.

Outdoor play experiences for children were outstanding. The garden was freely accessible, with open ended play materials. Children were being innovative and developing strong leadership skills with their peers. For example, children led the planning and purchasing of climbing equipment. There were also many opportunities for children to build their community connections outside the service, with the use of a service minibus. For example, following the children's interest in pumpkins, they visited a pumpkin patch and then replicated this in their own garden. This also allowed them to link with a local care home for older people, putting on events such as a Halloween Parade. Children's physical, social and emotional skills were thriving as a result of these highly fun and engaging experiences.

An exceptional strength was children's involvement in creating a sustainable way of life in the service. Children had developed a sound knowledge and commitment to recycling and reusing materials. They grew a whole host of plants and vegetables which they used to cook with and develop an enterprise business. Through having ownership of this experience, children were developing a sense of social responsibility and using a wide range of lifelong skills. For example, maths, literacy, problem solving, decision-making and collaborating with others.

Children were very much known as learners. Individual observations and plans were used to ensure each child received high quality experiences and opportunities to meet their developmental needs. This meant that all children were confident learners and developing a broad range of knowledge and skills for life. Staff demonstrated exemplary practice in prioritising what each child needed to flourish. Children's progress and achievements were celebrated with parents and used to promote home learning opportunities. Parents shared positive feedback about the high-quality play and learning opportunities their children experienced. Parents shared examples of strengths in the varied programme of play opportunities and play beyond the setting, including visiting exciting places to extend play and learning.

## Children are supported to achieve 5 - Very Good

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.

### Quality indicator: Nurturing care and support

Staff demonstrated warm, respectful and attuned interactions with children. Relationships were strong and consistent, with staff using gentle tones, showing patience and kindness, and supporting personal care with sensitivity, privacy and dignity. Consent was routinely sought from children, reinforcing a culture of respect and trust in line with respecting the rights of children. Parents shared that staff were "amazing", "kind" and "caring" and that their children had built strong, positive bonds with them.

The ethos of the setting promoted emotional wellbeing, with clear boundaries and supportive approaches to connecting with peers. Staff regularly checked in with children, encouraged kindness and supported conflict resolution. This helped to build a respectful and inclusive environment.

Transitions were carefully planned and highly individualised. Staff worked closely with families to ensure children felt safe and secure. Enhanced transitions within the setting, sibling connections, and the use of tools like Seesaw (with translation support) helped children settle confidently. Staff were knowledgeable and proactive in supporting children with barriers to communication and language, with targeted training and collaborative approaches. Daily routines, including lunch and rest times, were positive and nurturing. Children enjoyed social interactions during meals, and younger age ranges of children joined together to support transitions. While independence in self-serving could be further developed, the overall experience was warm and inclusive. Safe sleep practices were well-managed, with individual plans, peaceful environments and regular checks documented.

Children were safe due to staff developing their understanding of trauma-informed approaches. Further reflection from staff on brain development and rupture and repair will support them to further embed this learning into practice. Along with a wellbeing champion role being suggested to strengthen this aspect further.

Emotional literacy was supported through tools like The Colour Monster, and staff engaged in meaningful emotion work with children. Personal plans were comprehensive, containing key information, learning targets and progress updates. These were co-developed and reviewed with families, ensuring relevance and shared understanding. Children with additional support needs were very well-supported through detailed plans and close collaboration with families. Staff had a clear understanding of individual needs and how to meet them effectively.

Family engagement was a strength of the service. Staff maintained strong connections with families through events, consultations and daily conversations. Initiatives such as Bookbug, enterprise planting projects and community activities fostered a welcoming and inclusive environment. The management team was visible and approachable, and communication tools like Seesaw and the family wall helped maintain strong home to nursery links.

## 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	6 - Excellent
Playing, learning and developing	6 - Excellent
Children are supported to achieve	5 - Very Good
Nurturing care and support	5 - Very Good



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