

# Drumchapel Early Years Centre Day Care of Children

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**Type of inspection:**  
Unannounced

**Completed on:**  
19 November 2025

**Service provided by:**  
Glasgow City Council

**Service provider number:**  
SP2003003390

**Service no:**  
CS2006136518

## About the service

Drumchapel Early Years Centre is provided by Glasgow City Council in the north-west of Glasgow. The service is registered to provide care to a maximum of 60 children over three years to those not yet attending school, 15 children aged between two and three years and 12 children under two years. The nursery is near to public transport links, a local shopping centre and other amenities including a swimming pool and sports centre. Fifty two children were attending the service on both days of the inspection.

## About the inspection

This was an unannounced inspection which took place on 18 and 19 November 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 using the service
- Reviewed documents
- Observed practice, interactions and daily life
- Spoke to staff and management
- Reviewed feedback from 13 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, no improvements were identified relating to core assurances.

## Key messages

- Self-evaluation was embedded across the service, with children, families, and staff actively involved in shaping improvements.
- Robust monitoring and quality assurance processes were in place ensuring continuous improvement and positive outcomes for children and families.
- The well-designed learning environment, combined with responsive staff practices, enhanced children's engagement in play.
- Children were making good progress within literacy and numeracy.
- Staff provided nurturing care and support to children and families.
- Children benefited from mealtimes that were calm and sociable, promoting choice, independence, and wellbeing while ensuring safety.

## 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	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

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

All staff engaged positively throughout the inspection. They were approachable, friendly, and demonstrated a strong commitment to improving outcomes for children and families. Staff acted professionally and were motivated, which meant they were dedicated to supporting and enhancing experiences for children.

The service had reviewed its vision, values, and aims in partnership with families and staff. We saw clear evidence that ideas had been acted upon, including the inclusion of suggested key words such as nurtured and relationships. This demonstrated that the views of families and staff were valued and respected. Our observations confirmed these values were embedded in daily practice, creating a warm and positive environment where children felt nurtured, respected, and included in all aspects of nursery life. This approach supported children's wellbeing and strengthened relationships across the setting.

Management recognised that self-evaluation was a shared responsibility, and children, families, and staff were actively involved in improving the service. Families were consulted on a range of aspects, including the information used to develop children's personal plans. One parent commented, "The service gives the parents opportunities to contribute in any way possible." Staff were supported and engaged in self-evaluation activities to drive continuous improvement, such as enhancing mealtimes and learning environments. Their views and contributions were listened to and acted upon. We observed that identified improvements were being implemented, leading to positive outcomes for children and their families. Children were also consulted, and their ideas influenced decisions, for example naming the new outdoor play space and making changes to snack time. Self-evaluation was embedded in practice and used effectively to identify and progress improvements that enriched children's experiences.

A clear quality assurance calendar was in place, and the service continuously updated it to reflect progress and actions taken. This included improvements at lunchtime, such as introducing self-serving for children and providing appropriately sized utensils to promote independence. Robust monitoring processes were firmly embedded, showing a strong commitment to continuous improvement across the service. These processes included monitoring of individual children, curriculum planning, medication management, along with empowering staff to actively engage in monitoring playroom practice to support ongoing enhancements. The quality improvement calendar, supported by rigorous auditing and monitoring, ensured changes were implemented effectively and consistently. This led to improved experiences and outcomes for children and their families.

The service benefited from a stable and consistent staff team, who had a positive impact on the overall quality of care and learning. This stability supported an ethos of distributed leadership, with staff taking on responsibilities and champion roles that reflected their passions and skills. Staff confidently shared their areas of responsibility and explained the positive difference this was making for children and families. For example, the introduction of languages of the month was well embedded and helped children and families feel included and valued. Staff reported feeling supported and appreciated within the setting, which contributed to a strong team ethos and a positive working environment that enhanced outcomes for children.

**Children play and learn** **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: Playing, learning and developing**

Children were relaxed, happy, and engaged for extended periods during the inspection. They demonstrated confidence and showed care and consideration for their peers. Children were encouraged to lead their own play and learning, while staff provided support and encouragement to scaffold their ideas. Staff were skilled in directing experiences to extend learning based on children's interests. For example, during a playdough experience staff helped children gather additional resources and build on their knowledge about the Loch Ness monster. This approach promoted curiosity, supported problem-solving, and deepened children's understanding.

Staff engaged warmly with children, creating a comfortable learning environment where children played and learned at their own pace. These interactions helped build positive and meaningful relationships between children and staff, supporting children's emotional security and confidence. Children were given opportunities to work collaboratively with their peers during play, which demonstrated staff's understanding of the important role peer interactions play in enriching learning experiences. This was observed during activities such as block play, where children were given time, support, and encouragement to design and build their own models based on their ideas. This approach promoted creativity, problem-solving, and teamwork, benefiting children's social and cognitive development.

Children benefited from daily opportunities to play and learn outdoors, where they engaged in physical play, exploration, and risky play. Staff supported children to take appropriate risks by offering encouragement, praise, and helping them plan actions. This was observed when children navigated tyres on a sloped area, explored the "secret garden," and climbed apparatus in the outdoor space known as "the field." This approach to positive risk-taking helped children develop confidence, resilience, and problem-solving skills, while promoting physical development and independence. One parent commented "My child plays in the garden at the side-it is like a wee woods. She really loves it. I sometimes see her in the garden when I come up the hill and she looks so happy playing with her friends." We discussed with management that outdoor play could be further enhanced by revisiting the opportunity for free-flow access to the outdoors. To further develop children's independence and confidence.

Environments were literacy and numeracy rich, evident from wall displays, the resources available, and staff interactions. Early literacy was promoted through storytelling, pre-writing experiences, and frequent opportunities for singing. Staff were skilled at developing children's listening skills and vocabulary during story time by explaining and demonstrating the meaning of new words, commenting, and making stories engaging and fun. Numeracy-rich conversations and experiences supported children's understanding of number recognition, quantities, and sequences. This approach to embedding literacy and numeracy across the setting helped ensure children developed essential early language and mathematical skills. One parent shared, "My child has come on so much since being at nursery. He has grown confidence communicating with staff and friends."

Planning for children was child-centred, with staff using observations to shape experiences around children's interests. There was a good balance between spontaneous and intentional planning, ensuring flexibility while meeting individual needs. The service had recently introduced a new online platform to share children's learning with families, strengthening home-setting partnerships.

The observations we sampled showed individual learning and, in most cases, captured children's voices and identified next steps to support their learning and development. For children birth to three years old, staff recognised and responded to individual interests and developmental stages, and planning was tailored to each child with clear targets set. Planning documents captured information about children's play experiences and learning. This approach across the setting ensured children received experiences suited to their stage of development, promoting progress, supporting wellbeing, and fostering strong connections between staff and families.

## 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

Children were happy and confident in their environment and had formed friendships that supported their social growth and development. Children's care and learning routines were delivered with kindness and compassion by warm, nurturing staff who laughed and had fun with the children. This helped children feel safe and secure and strengthened positive relationships with staff, contributing to their overall wellbeing. One parent shared, "My daughter loves nursery she has a great time and loves her ladies."

Staff knew children well and were attentive to their individual needs, which promoted strong attachments and trusting relationships. We observed staff showing genuine care and interest in children's lives, including conversations about home experiences and upcoming events such as the arrival of a new baby. Children were offered comfort, including cuddles and hugs if they wished, and staff used their knowledge of each child to provide the right support when needed. This approach helped children feel valued, secure, and emotionally supported, contributing positively to their wellbeing and confidence. One parent commented, "I like that all the staff know my child well and care about her. I know I can leave her in the morning and she will be having lots of fun when I am not there."

Children's dignity and rights were upheld through warm, nurturing care. Staff consistently sought permission before changing nappies or helping with clothing, reinforcing that children were valued and promoting trust, self-worth, and independence. Good hygiene was maintained, with regular handwashing observed. We highlighted ways to enhance dignity in one nappy-changing facility. Management responded promptly, purchasing a screen during the inspection to improve standards and create a more respectful environment.

Children were well supported during mealtimes and experienced an unhurried, relaxed, and sociable atmosphere. Staff supervision contributed to a safe and positive mealtime experience. Lunches took place in playrooms for younger children, a designated lunch area for three-year-olds, and the school dining hall for older children. Lunch spaces provided opportunities for children to make choices, develop independence, and take responsibility through self-serving food from a designated table and clearing away items. This approach supported children's health, safety, and overall wellbeing. We suggested continuing to monitor lunch routines to reduce waiting times, as serving from individual tables could help improve this.

All children had personal plans with essential details such as emergency contacts, medical needs, and wellbeing requirements. Plans were developed with parents and carers to include wellbeing assessments, risk assessments, and strategies for individual needs. They were reviewed regularly to reflect progress and changes.

This ensured consistent, tailored care that promoted children's safety, wellbeing, and development. Parents told us, "Staff are always available to discuss any concerns' and 'I can meet with her person to talk about my child if I want to pass anything on."

Staff knew children and their families well and created a warm, welcoming environment where families were invited into playrooms and open communication was evident. Staff shared regular updates about children's day, and strong, trusting relationships were clearly observed. The service used effective systems to support communication, including verbal updates and digital platforms, ensuring families remained fully informed and engaged in their child's care and development. One parent shared, "The staff are always friendly and welcoming. I feel that they care about my child and make a real effort to interact with me when I do drop off and pick up."

## What the service has done to meet any areas for improvement we made at or since the last inspection

### Areas for improvement

#### Previous area for improvement 1

The service provider should ensure that staff deployment takes account of the age, stage and ability of children attending the service. This will help children develop positive social, emotional and educational outcomes.

This is to ensure care and support is consistent with the Health and Social Care Standards which state that as a child:

'my care and support meets my needs and is right for me' (HSCS 1.19),

'my needs are met by the right number of people' (HSCS 3.15) and 'I experience stability in my care and support from people who know my needs, choices and wishes, even if there are changes in the service or organisation' (HSCS 4.15).

**This area for improvement was made on 29 October 2018.**

#### Action taken since then

The service has successfully addressed the previous area for improvement regarding staff deployment. Staff demonstrated open communication, consistently informed each other when leaving the room and sharing key information such as what children had eaten. Deployment was well-managed throughout the day, ensuring staff were available to support children at all times, including key moments such as lunch, snack, and personal care. Staff worked confidently and collaboratively, continuously supporting one another to promote outcomes for children. This area for improvement from the previous inspection has been fully met.

## 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	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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