

# Butterfly Nursery Scotland Day Care of Children

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**Type of inspection:**  
Unannounced

**Completed on:**  
4 November 2025

**Service provided by:**  
Butterfly Nursery Scotland

**Service provider number:**  
SP2015012581

**Service no:**  
CS2015341171

## About the service

Butterfly Nursery Scotland is registered to provide a care service to a maximum of 70 children: 15 children 0 to under 2 years old; 15 children 2 years to under 3 years old; 40 children aged from 3 years to those not yet attending primary school. The service works in partnership with Glasgow City Council to provide early learning and childcare. The nursery is located in the Arden area of Glasgow. The accommodation is comprised of three main playrooms with access to a large, secure enclosed garden. The service is close to primary schools, a local park and main roads.

## About the inspection

This was an unannounced inspection which took place on 04 November 2025 between 09:00 and 17:00. This 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 and complaints information, information submitted by the service and intelligence gathered throughout the inspection year.

To inform our evaluation we:

- spoke with children attending the service
- received electronic feedback from 14 families whose children attended the service
- received electronic feedback from seven staff who worked in the service
- spoke with staff and management
- observed practice and daily life
- 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.

## Key messages

- Children benefited from a skilled staff team who worked very well together and had created a welcoming, inclusive environment.
- We found that staff were motivated, well led and passionate about improving outcomes for all children.
- Personal planning systems were robust and consistently monitored to support children's wellbeing.
- The management team's approach had helped build, maintain and strengthen the capacity of the team to support breadth and depth in children's play and learning.
- The importance of recruiting and retaining a stable and skilled team was recognised by the management team as essential to the wellbeing of children.
- We identified a need for the provider to monitor staffing arrangements to ensure that children's care and support needs are met during all periods in the daily routine.

## 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	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 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 leadership approach we observed in place was clearly founded on principles of high-quality care and learning, active engagement with children and their families and a vibrant improvement culture. The management team were committed to providing the highest standards for children, and families. The aims and objectives of the nursery were embedded in the everyday life of the setting and informed staff practice. The manager and staff were committed to including all stakeholders in the design and review of their vision, values and aims. These reflect the high aspirations of the children and families who used the nursery.

Staff engaged meaningfully with self evaluation. Their shared reflection had been underpinned by a new national quality improvement framework for the early learning and childcare sector. This included the selective use of a wide range of challenge questions to reflect on their practice and assess progress against national improvement framework quality indicators. This contributed to a culture of professional dialogue and collective responsibility for improvement.

The manager had created conditions where all staff feel increasingly confident to initiate well-informed change and share responsibility for the process. A variety of leadership roles have been established, each linked to themed initiatives that took place on specific days of the week. These included: "Trekking Tuesdays" where outings, park visits, and woodland walks were organised and led by a forest kindergarten trained practitioner. These experiences help to maximise children's engagement with nature and the outdoors. On "Wellbeing Wednesdays" children's health and wellbeing was a central focus, with daily planned experiences designed to promote physical, emotional, and social development. We found effective communication between the manager and the staff team ensured a clear understanding of the nursery aims so that the whole staff team, children and families were included in achieving them.

We identified a 20 minute period at nap time within the baby room where minimum staffing ratios were not met. We found this had the potential to compromise children's safety and impacted on the opportunities for children's social development at meal times. We highlighted the need for the management team to improve staffing and monitoring arrangements at this point in the daily routine (see Area for Improvement 1).

The importance of recruiting and retaining a stable and skilled team was recognised by the management team as essential to the wellbeing of children and staff. Staff were recruited in a way that was informed by national guidance on safer recruitment practices. The manager ensured that new staff were safely recruited and that they understand their responsibilities within the team. The nursery had a well considered induction programme. It was thorough and personalised to meet the different roles within the team. The nursery utilised a range of resources, including the national induction resource, to equip newly recruited staff and those in new roles with the knowledge and skills necessary for providing high-quality care for children. As a result of effective staff induction processes, the manager had built a skilled and increasingly confident team capable of sustaining improved outcomes for children.

## Areas for improvement

1. To ensure that children's care and support needs are met the provider should ensure staffing arrangements are safe and effective across all periods in the daily routine including mealtimes.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state: "My needs are met by the right number of people" (HSCS 3.15).

## 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

We found that staff promoted a culture within the service that focussed on promoting the children's right to play, have fun and experience challenge. Staff worked hard to provide high quality learning experiences by continuously promoting choice, children's interests, as well as tracking and reflecting on individual achievements. Within indoor and outdoor play spaces we observed children happy and engaged, with examples of children sustaining their involvement in individual play experiences for varied periods within the daily routine. One parent commented: "The nursery have various climbing frames and an area for resident rabbits and chickens which the children are allowed to care for. The nursery also organise seasonal activities and fundraisers which the families can attend which included an Autumn fun day with a bouncy castle, tombola, hot chocolate stand, pumpkin picking etc. They have organised a "water fun day" with various slip and slides and water activities which was a huge hit with my little one in summer." Another parent told us: "When outside they have so much on offer and encouraged to develop outdoor skills whilst being closely supervised and looked after. The outdoor space is amazing." This approach ensured children experienced stimulating play environment that promoted independence, confidence, and high levels of enthusiasm for play and learning.

Staff had high aspirations to enable children to be successful. We found that staff used observations of children's significant play interests to adapt their support for and resourcing of play experiences for individual children. Staff had made significant improvements to planning systems, including the introduction of mind-mapping and responsive planning sheets, which better captured and responded to children's play interests in the moment. This supported staff to talk critically, reflectively and evaluatively about the quality of play experiences on offer. The management team monitored the quality of staff observations to ensure they were used to support planning of children's play and learning in ways that were meaningful to children. As a result, children were confident, happy and motivated to learn.

We highlighted the value of developing observation and documentation approaches for planning that captured and supported older children's collaborative play projects. We discussed with staff how this would help them to document how key current improvement goals related to children's play based rights were being taken forward. It will support the systems already in place that encourage staff to refer to the articles of the UNCRC when planning and reflecting on children's play experiences. It can enhance the work staff currently take forward to ensure children's collaborative play projects are powerful driver for creativity, confidence, and meaningful 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

Children across all playrooms experienced warm, consistent, and responsive care. We observed that children were safe, sensitively cared for, and supported to express their needs. All of the parents that completed our survey strongly agreed that they were happy with the care and support their child received in the service. Staff engaged in daily reflective conversations to adapt their practice to children's evolving needs and development. Room layouts had been thoughtfully adapted to create diverse spaces where children could socialise, play in small groups, or spend time alone if they wished. This approach positively impacted children's ability to regulate emotions and build social skills. Staff demonstrated a strong understanding of the importance of supportive transitions and regularly assessed individual needs to evaluate the effectiveness of strategies. A parent told us: "The whole nursery has been fabulous since my daughter started in the baby room and has since moved rooms. I was very nervous about leaving her with anyone but the staff put my mind at ease. They listen and take on board changes in her naps or likes and dislikes." Staff used Realising the Ambition and national early learning and childcare quality indicators to reflect on and improve their approaches. These practices ensured children experienced a nurturing environment that promotes emotional security and supports their social development.

Children's privacy and dignity were respected during nappy changing, and food choices were nutritious, culturally appropriate, and safely prepared to meet dietary needs, allergies, and intolerances. Displayed menus aligned with current dietary guidelines. We highlighted opportunities to make lunchtime dialogue more focused on children's experiences and interests rather than task management. Medication procedures complied with best practice guidance. Staff were advised to gather more specific information when medication was administered "as required". We discussed with staff how handwashing practices for babies prior to lunch could be improved, and safeguarding chronologies should be enhanced to reflect Care Inspectorate guidance. These improvements will enhance the systems already in place that promote children's health, safety, and wellbeing.

Personal planning systems were robust and consistently monitored to support children's wellbeing. Plans valued individuality, promoted children's rights, and incorporated parents' views. We reviewed a sample of plans and found them meaningful, regularly updated, and reflective of each child's care, support, and learning needs. Staff worked proactively with families and professionals to identify support needs and implement clear strategies, including contributions from multi-agency partners when required. One parent told us; "Our child has been looked after by two key workers now in two different rooms and both have been faultless. Our son has a medical condition which requires some extra attention to detail during meal times and around certain activities. The staff have ensured he can still participate in nursery activities safely." We found plans were realistic, adaptable, and grounded in the GIRFEC framework, using wellbeing indicators to assess and plan for children's overall development. This collaborative and responsive approach ensured every child receives personalised care that supports their growth, resilience, and ability to thrive.

## Complaints

Please see Care Inspectorate website ([www.careinspectorate.com](http://www.careinspectorate.com)) for details of complaints about the service which have been upheld.

## Detailed evaluations

Leadership	4 - Good
Leadership and management of staff and resources	4 - 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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