

Happy Days - Bishopbriggs Day Care of Children

Bishopbriggs Leisuredrome
147 Balmuildy Road
Bishopbriggs
Glasgow
G64 3HD

Telephone: 01417 726 142

Type of inspection:
Unannounced

Completed on:
12 November 2025

Service provided by:
Happy Days Nursery (Scotland) Ltd

Service provider number:
SP2003000771

Service no:
CS2007144334

About the service

Happy Days - Bishopbriggs registered with the Care Inspectorate on 1 April 2011. It provides a care service to a maximum of 40 children:

- 10 children 2 years to under 3 years
- 30 children 3 years and up to primary school age.

The care service operates between 08:00 to 18:00, Monday to Friday and is in partnership with East Dunbartonshire Council.

The nursery is located within the Leisuredrome Leisure Centre in the Bishopbriggs area of East Dunbartonshire. The provider is Happy Days Nursery (Scotland) Ltd. They operate three day care of children services in Bishopbriggs and Kirkintilloch.

The service is close to local amenities and bus routes. The accommodation is on one level and has an entrance area, two playrooms, children's toilets, changing facilities, office and kitchen. The children have the use of some of the Leisuredrome facilities. This includes the sports hall, outdoor enclosed pitches and the outdoor grass area.

About the inspection

This was an unannounced inspection which took place on Tuesday 11 November 2025 between 9:30 and 17:30 and Wednesday 12 November 2025 between 9:30 and 18:00. 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 10 children using the service
- gathered feedback from 15 families through online questionnaires
- spoke with five staff
- observed practice and daily life
- reviewed documents
- assessed core assurances, including the physical environment.

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.

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.

Key messages

- Children were treated with warmth, compassion, and respect.
- Quality assurance systems were well-structured and transparent.
- Safer recruitment procedures were rigorously applied.
- Children actively influenced the environment which reflected their interests and ideas.
- New progress reports, based on focused observations, were beginning to recognise and celebrate children's achievements.
- The service should continue to further develop personal plans to streamline information and provide clear guidance for supporting each child's needs.

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 thrive and develop in quality spaces	5 - Very 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 5 - Very Good

Leadership and management of staff and resources

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.

The service had a clear vision and values that were visible and understood by staff. These were embedded in practice and consistently guided staff in their work. Families had been asked to contribute to shaping and reviewing the vision, which promoted shared ownership. The ethos was nurturing, inclusive, and rights-based, with explicit reference to the United Nations Convention on Rights of a Child (UNCRC) throughout policies and practice.

The provider and manager demonstrated accountability and professional values effectively. Staff practice reflected the service's aims and values, creating a positive and respectful culture. We would encourage the service to continue to involve families in reviewing the vision to ensure it remains relevant to current priorities.

The service had a clear and structured self-evaluation cycle aligned with the Quality Improvement Framework (QIF) for Early Learning and Childcare Sectors. Recent developments included adapting processes to reflect the new quality framework, and to trial the use of East Dunbartonshire's self-evaluation toolkit. This approach strengthened the service's ability to evaluate performance comprehensively and drive improvement.

Improvement planning was robust, with live documents that were regularly reviewed and demonstrated measurable impact. The current action plan, informed by previous inspection findings, was practical and enabled progress tracking. Staff were actively engaged in reflective practice and shared leadership through six-week improvement sprints and champion roles, which fostered a culture of collaboration.

The views of families were integral to evaluation and planning. Parents reported that suggestions had led to changes, such as updates to the service's handbook. Quality assurance systems, including audits and peer observations, were well-structured and transparent, providing constructive feedback and supporting continuous improvement. Professional learning was planned strategically to align with improvement priorities, and sustained progress was evident over time.

Safer recruitment procedures were rigorously applied, including compliance with SSSC registration, PVG checks, and reference verification. Leaders ensured all new staff were recruited in line with best practice. Children and families were meaningfully involved in recruitment, for example, by providing feedback during trial sessions and engaging in informal discussions with candidates. Staff reflections on trial periods further strengthened decision-making. This meant that staff were recruited in line with the vision, values and aims of the service.

Induction processes were structured and aligned with national guidance. New staff benefited from mentoring and supervision, and the national induction resource was used effectively. Roles and responsibilities were clearly defined and understood. Ongoing review of training, competence, and professional standards was embedded, with leaders using reflective questions to support targeted improvement. Assistants and students were well supported and integrated into the team, ensuring consistency in quality and care.

Children experience high quality spaces

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.

The nursery environment had improved considerably since the last inspection, reflecting the commitment and hard work of staff and management. Spaces were warm, welcoming, and well-ventilated, creating a calm atmosphere that supported play, learning, and independence. Within the playroom, children had ample space to play together or independently. We observed them moving confidently between areas and engaging with peers to extend their play and learning. The layout supported choice, autonomy, and meaningful engagement.

Children actively influenced the environment. Staff consulted them during 'six-week improvement sprints' and adapted layouts and resources to reflect their interests. Children's work was attractively displayed, reinforcing that their contributions were valued. Changes were made in response to children's evolving needs, and inclusive approaches ensured all children, including those with additional support needs, could meaningfully participate.

Daily outdoor play was offered in all weathers, and staff told us that children had opportunities to access outdoor spaces morning and afternoon. On the first day of inspection, the weather was particularly wet, which limited some outdoor play. We would encourage staff to ensure all children have access to outdoor play every day, as this supports physical development and wellbeing.

Indoor and outdoor environments were clean, safe, and well maintained. Parents told us, 'I never worry about the safety of my child,' and 'I feel it is very safe and secure.' Regular audits and checks ensured cleanliness and safety. Accident and incident records were completed and shared with parents, and management carried out monthly audits to identify risks and make necessary changes. This proactive approach supported a safe environment for children.

Effective infection prevention and control procedures were in place. Staff and children washed their hands before mealtimes, and we would encourage this to happen at other key points in the day, such as after snack and lunch, including wiping children's faces. We noted a few children with runny noses and reminded staff to be more mindful of this. Addressing these points will help prevent the spread of infection and keep children healthy.

Planned maintenance and prompt repairs were evident. Risk assessments, including those for outdoor areas, were up to date and effectively supported a safe environment. We sampled these assessments and found them comprehensive, though they should continue to be reviewed regularly. The secure door entry system ensured safety, and visitors signed in and out appropriately. Children's information was stored securely within the office and playrooms. These measures ensured that children experienced a safe and secure environment, where risks were identified and managed effectively.

Children play and learn 4 - Good

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.

Children were happy, engaged, and actively leading most of their play and learning. Areas were thoughtfully set up to support both group and individual play, providing opportunities for collaboration as well as quiet, independent experiences. A balance of adult-directed and freely chosen activities supported the development of key skills in literacy, numeracy, and expressive arts, promoting choice, independence, and ownership of learning.

Children had opportunities to develop imaginative play through loose parts and natural resources. Free-flow access between areas supported autonomy and allowed children to make decisions about where and how they played, contributing to confidence and independence. Children also accessed football and gymnastics sessions through the neighbouring leisure centre, and took part in Spanish lessons within the nursery. These experiences provided additional opportunities to develop physical skills, language awareness, and cultural understanding. Evidence of children's play and learning demonstrated that they were making progress. This meant that staff facilitated experiences that reflected children's interests, supporting curiosity, creativity, and imagination.

Children experienced a wide range of sensory, creative, and early literacy and numeracy opportunities. These included painting, sand play, making playdough cakes while singing counting rhymes, building with blocks, and exploring letters hidden within coloured rice. Mark-making, storytelling, and counting activities further supported children to develop early language, mathematical awareness, and fine motor skills.

Staff demonstrated a sound understanding of how children develop and learn. They reflected on practice using relevant theory and guidance to deliver quality play experiences, particularly for younger children. This ensured experiences were developmentally appropriate and engaging. We would encourage the service to continue to focus on the quality, variety, and provocations offered to ensure progression, balance, and depth in learning. Consulting with children and reviewing experiences regularly would help maintain high standards.

Planning approaches were generally effective, being flexible and responsive to children's interests and needs. Staff were trialling a new observation system to inform planning and assessment, which provided useful insight into children's learning. Most children were motivated and engaged by the range of play and learning opportunities. However, there were some gaps in how information was gathered, and next steps for individual children could be clearer to ensure progression.

Assessments captured a broad view of each child's learning journey. New progress reports, based on focused observations, were beginning to recognise and celebrate children's achievements. Continuing this responsive approach will support children to develop a wide range of knowledge, understanding, and skills for life and learning.

Children's voices and contributions were visible in planning and documentation. Plans demonstrated breadth, depth, and challenge, aligned with Realising the Ambition and Curriculum for Excellence. Children were involved in identifying goals and reflecting on progress, which promoted ownership of learning. Parents and carers were actively engaged in planning and assessment, sharing knowledge and insights that enhanced understanding of each child's learning journey. Updates on progress were shared regularly, and successes were celebrated, strengthening partnerships with families.

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.

Children were treated with warmth, compassion, and respect. One parent told us, 'I feel happy leaving my child in the care of this nursery knowing she will be cared for in a safe and nurturing place.' Staff were consistently kind and responsive, creating an environment where children felt safe, secure, and valued. Staff knew children well, which helped them feel welcomed and well supported in the setting. As a result, children were happy, confident, and engaged in their play.

Staff were attuned to children's emotional needs and responded sensitively. Care routines were generally flexible and adapted to suit individual needs and preferences, including sleep, personal care, and mealtimes. For example, children were supported when tired or when meal times needed slight adjustments. Observations confirmed that children demonstrated secure attachments with key adults. Staff consistently supported close relationships, offering comfort and reassurance when children sought their key person, which enable children to regulate and feel safe.

Mealtimes were nutritious, culturally appropriate, and prepared safely in line with national guidance, including Food Matters and Setting the Table. Children were encouraged to be independent, collecting cutlery, serving themselves, and making choices. Staff provided alternatives for children who did not wish to try the main meal and supported children with packed lunches safely. Fresh water was readily available, with children having individual water bottles and access to jugs and cups, supporting hydration and self-care.

Each child had an up-to-date personal plan that reflected their needs, preferences, and stage of development. Plans were developed in partnership with families and reviewed regularly. Personal plans included strategies to support wellbeing, development, and learning, although this was not consistent for all children.

Staff knew children well and used personal plans to inform daily practice, supporting children to engage in experiences safely and confidently. Plans reflected wellbeing indicators and captured relevant information; however, next steps and targets were not consistently clear. The provider should continue to develop personal plans to streamline information and provide clear guidance for supporting each child's individual needs.

Staff built strong, respectful relationships with families, ensuring they felt welcomed, listened to, and involved in their child's care and learning. Staff were responsive to each family's circumstances and cultural background, taking into account individual health, welfare, and dietary needs. A variety of communication methods were used, including verbal feedback, children's journals, digital updates, and social media, to keep families informed about their child's learning, play, and development. Families were regularly consulted about their child's progress, care needs, and experiences, promoting partnership working and shared understanding.

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

To ensure children experience high quality facilities, management and staff should review and improve the learning environment. This should include but not be limited to ensuring high quality resources and spaces are available to support natural curiosity, creativity and imagination.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'As a child, I can direct my own play and activities in the way that I choose, and freely access a wide range of experiences and resources suitable to my age and stage, which stimulate my natural curiosity, learning and creativity' (HSCS 2.27).

and

'As a child, I play outdoors every day and regularly explore a natural environment' (HSCS 1.32).

This area for improvement was made on 25 July 2024.

Action taken since then

The nursery environment had improved considerably since the last inspection, reflecting the commitment and hard work of staff and management. Spaces were warm, welcoming, and well-ventilated, creating a calm atmosphere that supported play, learning, and independence. Within the playroom, children had ample space to play together or independently. We observed them moving confidently between areas and engaging with peers to extend their play and learning. The layout supported choice, autonomy, and meaningful engagement.

Children actively influenced the environment. Staff consulted them during 'six-week improvement sprints' and adapted layouts and resources to reflect their interests. Children's work was attractively displayed, reinforcing that their contributions were valued. Changes were made in response to children's evolving needs, and inclusive approaches ensured all children, including those with additional support needs, could meaningfully participate.

This area for improvement has been met.

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

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Children experience high quality spaces	5 - Very 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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