

3 Bears @ Brownside Day Care of Children

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Cambuslang
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Type of inspection:
Unannounced

Completed on:
18 November 2025

Service provided by:
3 Bears Nursery Cambuslang Limited

Service provider number:
SP2013012230

Service no:
CS2016346900

About the service

3 Bears Nursery @ Brownside is a daycare of children service registered to provide a care service to a maximum of 23 children aged 3 years to those not yet attending primary school. The service operates Monday to Friday throughout the year and children may attend morning or afternoon sessions or extended day.

The service is provided within a church building, located in the Cambuslang area of Glasgow. Children were cared for in one playroom and had access to outdoor play spaces.

About the inspection

This was an unannounced inspection which took place on 17 November 2025, between 9:10 and 16:30 and 18 November 2025, between 8:00 and 14:30. 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 3 parent's
- received feedback from eight parents and staff who completed our questionnaires
- spoke with staff and the manager
- 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.

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.

Key messages

- Children were happy, confident, and engaged in a wide range of play experiences, both indoors and outdoors.
- Staff were nurturing, respectful, and responsive to individual needs, creating warm relationships that promoted emotional security and confidence.
- Opportunities for child-led play and responsive planning supported creativity, independence, and a sense of belonging.
- Quality assurance processes were in place but inconsistently applied, creating gaps that could affect health and safety.
- Utilising staff skills and ensuring meaningful observations would enhance learning outcomes for children.
- Strengthening personal plans would ensure robust planning and better support individual 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	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

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 service had a clear vision and values that reflected practice and promoted a nurturing environment where children were enabled to grow and develop. This contributed to children's emotional wellbeing and confidence. Children were happy and confident within the setting, with many engaging in conversations with inspectors. One child shared, "This is the books, cards, painting and we do baking", showing their awareness of varied experiences available.

Children experienced kind and warm interactions from staff, which helped children feel safe and secure. Parents told us "The staff are friendly and welcoming. I feel they know my [child] very well and genuinely care about [them]" and "Staff create a warm and welcoming environment where we feel comfortable asking questions". These comments reflected strong relationships and trust between families and staff.

Staff and managers were committed and passionate about making improvements for children. Staff reported feeling well supported in their roles, which contributed to a positive environment for children. The service had developed self-evaluation processes to identify strengths and areas for improvement. This included a focus on developing the garden to enhance outdoor play and to increase parental involvement. The improvement plan incorporated some voices of parents, children, and staff, ensuring they were involved in service development.

Quality assurance processes, such as monitoring, reviewing personal plans, medication checks, and staff meetings, were in place to support service delivery. However, these processes were not consistent, such as missing dates, signatures and some document duplication. We discussed quality assurance process should be in place to audit and review medication regularly. (see area for improvement 1).

In addition, there were inconsistencies on a few medical records relating to dosage, signs and symptoms of a medical condition and actions to be taken. To support children's health and safety the quality assurance of these systems needed to be more robust and in line with good practice guidance "Management of medication in daycare of children and childminding services". (see area for improvement 1).

Staff were safely recruited, ensuring the right people cared for children. All staff were registered with the appropriate regulatory body, such as the Scottish Social Services Council (SSSC), which promotes a skilled workforce in care settings.

The induction process supported new staff to become familiar with their roles and the setting and it was aligned with the national induction resource. This provided a structured approach that ensured consistency with best practice. We discussed how this process could be strengthened by tailoring it to the individual needs of staff to support confidence within their role.

Areas for improvement

1. To ensure children's health and wellbeing is promoted through the safe management of medication, the manager and staff should improve how medication is managed and audited. Written records should include:

- clear dosage to be administered
- signs, symptoms and actions to be taken
- parent's agreement and signature.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: "I experience high quality care and support based on relevant evidence, guidance and best practice", (HSCS 4.11) and "I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes" (HSCS 4.19).

Children play and learn 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; Playing, learning and developing

Children were actively engaged and having fun across a variety of play experiences. They confidently led their own play and shared ideas, supported by staff who were close by to facilitate when needed. The playroom offered rich opportunities, including sand and water play, creative art activities, playdough, and imaginative role play. A quiet book area offered space for children to explore stories and relax. These experiences nurtured independence and helped children build confidence through self-directed play.

Children's interests were taken from "sparks" in children's planning and linked to children's experiences and ideas. For example, a visit to a museum and a Gruffalo trail stemmed from a child's interest. Children told us they took "SIMOA our wee safety elephant" and "We saw the statues not moving." This is the Care Inspectorate's Keeping Children Safe campaign which is practice notes to help staff keep children safe. A parent shared that this experience was "welcomed and really helped the child feel like their voice was heard and they were known at the service as they had been talking about it at home and were smiling and happy doing so". This supported children's voice in planning, promoting a sense of belonging and engagement in learning.

Children had access to a well-resourced outdoor area. Staff had recently implemented an outdoor rota to ensure daily access. Children had opportunity to experience their natural environment whilst promoting curiosity and risk-benefit play. Inspectors observed children having fun and laughing whilst playing banana tig.

Staff engaged positively with children, getting down to their level and offering questions and ideas that supported children's curiosity, sense of wonder, interests, and learning. For example, children in the mud kitchen told us, "We are making acorn pasta," while stirring a pot with acorns, leaves and water. Another child was painting and exploring ice that had formed overnight said, "I have a leaf in my ice". These experiences encouraged imaginative play, and an appreciation of nature.

During children's play, we observed a mix of knowledge and experience levels within the team. However, supports were in place to ensure staff worked together to improve outcomes for individual children. For

example, staff had attended training in numeracy, literacy and core provision. This ensured staff were developing their practice, contributing to outcomes for children. We discussed the benefit of utilising staff skills and knowledge within the team and further development in meaningful observations that impact children's learning.

The service had access to a minibus, enabling a variety of outings that offered children opportunities to explore their wider community, such as visits to the beach and museum. Parents appreciated this approach, with one commenting, "Staff have a good balance of ensuring the kids get out for trips and spend time exploring outdoors". This supported children to make connections in their wider environment and develop their social skills.

Children are supported to achieve 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: Nurturing care and support

Staff were nurturing and responsive to children's individual needs and respectful of their choice and interests. Staff worked at children's level and adapted their approach to caring for children in a warm and responsive manner. One parent told us, "I love that [they have] a great relationship with all of the staff and has built great friendships." Having strong relationships with children supported children feel safe, valued, promoting emotional security and enabled staff to respond to children's individual needs.

The service had strong relationships with families, and parents appreciated that staff knew children well, which reassured them their children were cared for. Daily updates during settling-in and online learning journals supported communication, though some families felt updates could be timelier to help conversations and continuity of learning at home. Parents commented, 'Updates through [child's] learning portal show me what he is working on; I do think this could be a bit more up to date,' and 'More frequent and timely updates on the learning journals would be good as they can be delayed at times'. We suggested reviewing timeliness would further strengthen relationships and planning for children's needs.

Lunch time was a relaxed, enjoyable social experience for children. Children had the opportunity to be lunch monitors, which included setting up the dining table. This ensured children were involved in the lunch process, promoting a sense of achievement fostering responsibility and participation. Personal hygiene was promoted through effective hand washing before lunch and individual face cloths for wiping faces after eating.

During lunch children were able to carry out tasks independently and self-served their own lunch. However, play was interrupted to start the lunch, which changed staff interactions. We suggested that the team should reflect on the tasks needed for lunch to ensure continuity of learning and engagement for children.

Personal plans were in place for each child and contained information to help ensure their needs were recorded, including medical and dietary details and family contact information. However, there were inconsistencies within personal plans, such as missing signatures and dates, unclear allergy information and next steps. We asked the service to strengthen these processes to ensure consistency and better support for individual needs.

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

Children's lunchtime experiences should be more sociable, calm and staff should encourage independence and promote choice. The staff team should be mindful of meeting the personal needs of all the children.

National Care Standards Early Education and Childcare up to the age of 16: Standard 3: Health and wellbeing.

This area for improvement was made on 22 November 2017.

Action taken since then

Action had been taken to address this area for improvement. We have included detail under Quality Indicator: Nurturing care and support.

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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