

Broom Nursery

Day Care of Children

Broom Church Hall
Old Mearns Road
Newton Mearns
Glasgow
G77 5HN

Telephone: 07984 556 544

Type of inspection:
Unannounced

Completed on:
12 January 2026

Service provided by:
Broom Nursery

Service provider number:
SP2003000775

Service no:
CS2003003852

About the service

Broom Nursery may provide a care service to a maximum of 28 children, three years to those not yet attending primary school. At the time of inspection there were up to eleven children in attendance. The service is in partnership with East Renfrewshire Council to provide Early Learning and Childcare.

Children have access to one main playroom, and secure outdoor play area. The service, located in Newton Mearns is close to shops, schools, transport routes, and other amenities.

About the inspection

This was an unannounced inspection which took place on 8, 9 and 12 January 2026, between the hours of 09:30 and 15:00. The inspection was carried out by one inspector 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.
- Gathered feedback from seven families through online questionnaires.
- 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 relating to the core assurances.

As part of this inspection, we also 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; and
- Children's engagement with the experiences provided in their service.

This information will be anonymised and analysed to help inform our future work with services.

Key messages

- Children experienced warm, nurturing and respectful relationships with staff, helping them feel safe, valued and emotionally secure.
- Play spaces were engaging, with scope to further enhance curiosity, imagination and challenge through increased use of loose parts, natural materials and cosy, calm areas.
- Staff demonstrated a strong understanding of children's individual needs and provided warm, sensitive care that supported wellbeing, belonging and emotional resilience.
- Families spoke positively about the care and experiences provided, reflecting strong relationships and a positive ethos across the service.

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	5 - Very Good

Further details on the particular areas inspected are provided at the end of this report.

Leadership 4 – Good

Quality indicator: Leadership and management of staff and resources

The setting had a developing shared vision based on mutual respect, professionalism and high aspirations for children and families. This was evident through the caring and respectful interactions observed between staff and children, as well as within the staff team. Staff spoke positively about their relationships, with one member commenting that they were "more than just colleagues," reflecting the strong, supportive culture across the service. A detailed handbook within the cloakroom provided families with clear and accessible information about daily nursery life. The vision, values and aims were currently under review, and staff continue to explore meaningful ways to involve children and families in this process. This inclusive and reflective approach will help ensure the shared direction is closely aligned with children's needs, rights, and interests.

The leadership team worked collaboratively to support the service and promoted an empowering ethos that enabled staff to support and challenge one another constructively. This collaborative approach helped ensure the delivery of quality play and learning experiences. While opportunities for whole team collaboration were sometimes limited due to operational constraints, staff demonstrated a commitment to ongoing professional development. They made effective use of protected weekly time, to complete learning journals and attended regular afterhours meetings. Daily professional dialogue was embedded in practice, with staff routinely exchanging ideas to enhance experiences for children.

Staff were open, honest, and receptive to feedback. They valued their role in self evaluation and described being meaningfully involved, including through shared discussions, and contributing ideas using post it notes. Staff held leadership responsibilities in key areas such as, health and wellbeing, literacy, and numeracy, and worked together to progress improvement priorities. The improvement plan functioned as a working document, and although several actions were still ongoing, there was evidence of purposeful development. The leadership team demonstrated reflective practice and had identified further improvement needs, including strengthening tracking and recording of children's learning. Recent developments in this area had already enabled more responsive planning and supported children's engagement and progress, highlighting the service's capacity for continued improvement.

A quality assurance calendar and long term monitoring plan were in place, aligned with the new 'Quality improvement framework for the early learning and childcare sectors'. A structured folder supported staff understanding of the framework and guided practice. Continued embedding and review of these systems will help identify gaps promptly. Some inconsistencies were noted in children's care plans, where six monthly updates were not always clearly recorded. Strengthening the evaluation of the impact of improvement actions will further enhance the overall assurance cycle and support improved outcomes for children.

Recruitment procedures fully complied with Local Authority and safe recruitment requirements, ensuring all safeguarding measures were followed. The staff team was well established, contributing to stability, continuity and positive relationships for children and families. All staff were registered with the Scottish Social Services Council and held appropriate qualifications. They had access to a broad range of relevant quality training opportunities, including mandatory training such as child protection and infection control, as well as more specialist learning, such as 'supporting infants who use English as an additional language'. These learning opportunities strengthened staff confidence and supported inclusive practice.

Staff described strong working relationships, effective communication, and mutual support. They reported that leaders were approachable, responsive, and committed to staff wellbeing and professional development. This supportive culture contributed to a confident and motivated team dedicated to delivering high quality, nurturing and inclusive care.

Children play and learn 4 - Good

Quality indicator: Playing, learning and developing

Children were happy, settled and enjoying their time in the setting. They were able to make choices and lead their own learning, with many demonstrating sustained engagement. Several children spent extended periods in areas such as small world play, playdough, climbing equipment and role play. These experiences supported their independence, confidence and enjoyment. While play spaces were engaging, there remains scope to increase challenge and enrich opportunities for imagination and curiosity. For example, developing an environment that inspires a sense of wonder, including a stronger emphasis on loose parts, natural materials and open ended resources, would further enhance children's learning. Staff had recently introduced resource books to extend children's choice, and creating a photo based resource inventory, would help children visually identify materials and spark interest.

Some areas within the setting provided opportunities for quiet time and self regulation; however, there is potential to strengthen this further. Creating additional cosy, calm spaces across the nursery would support children's emotional wellbeing and provide secure and comforting areas when needed. Given the size and layout of the environment, ensuring these spaces are accessible throughout the day would promote children's independence in managing their emotions.

Outdoor play was not observed on the first day of inspection due to, risk assessments relating to icy weather and areas requiring further security. One parent shared "My child accesses outdoors a lot at home but due to poor weather, not so much at nursery. Would like more of this!". Staff recognised that the outdoor area requires further development to enable consistent access, particularly during poor weather. Large physical equipment, such as a slide, supported children's gross motor development, and on the second day children accessed the outdoor area briefly, engaging in natural and risky play. Outdoor spaces should continue to be developed to include a variety of natural, open ended materials that promote exploration, creativity and safe risk-taking.

Staff used a range of effective language strategies, including open ended questioning, to deepen children's thinking and extend vocabulary. In block play, staff introduced mathematical concepts such as size and shape to support problem-solving. These approaches ensured learning experiences were meaningful, enjoyable, and appropriately challenging.

Planning was supported through the use of floor books. A large floor book captured nursery learning, while individual floor books documented personal learning experiences aligned with children's developmental progress. These included intentionally planned experiences as well as spontaneous moments linked to children's interests. During the visit, a child confidently accessed a floor book, demonstrating ownership of their learning. Staff planned literacy and numeracy experiences, using relevant experiences and outcomes, updating these weekly during protected time. While planning systems were still developing, some clear next steps were evident. Parents shared positive views of the nursery, though some expressed a desire for more frequent updates about children's learning. Strengthening links between children's care plans, individual floor books and tracking systems will support staff to identify needs more quickly and ensure progression for all children.

Children confidently led their own learning, and staff skilfully extended and scaffolded experiences. Staff gathered children's voices effectively through floor books, ensuring their ideas influenced planning. Observations were sensitively written and celebrated children's achievements. Staff should continue to develop planning systems to ensure they can confidently track, plan for and support progress for every child.

Children are supported to achieve 5 - Very Good

Quality indicator: Nurturing care and support

Children were cared for by staff who demonstrated warmth, kindness, and a strong understanding of individual needs. Staff responded sensitively to children, offering comfort and reassurance, particularly during settling periods. These nurturing interactions supported children's emotional wellbeing and helped them feel safe, secure, and valued. Parents spoke very positively about the care their children received, with comments such as "Broom nursery is great and have really encouraged my child in so many ways" and "Very kind and polite teachers, good environment and play area". This reflected a positive ethos where relationships were prioritised, promoting trust and a strong sense of belonging.

Mealtimes were relaxed, unhurried and well organised. Children were encouraged to develop self help skills, such as pouring drinks and serving their own food. Food provided was nutritious and took account of dietary needs and allergies. A small improvement was identified regarding the presentation of fruit, as some children were less encouraged by the communal fruit bowl. On day two of the inspection, staff responded promptly by offering fruit in individual serving dishes, which children self served confidently while staff modelled positive eating behaviours. A catering assistant supported the serving and replenishment of meals, enabling staff to sit with children throughout, and provide consistent support and positive social interactions.

Transitions throughout the day were managed effectively. Routines did not interrupt children's play and occurred seamlessly. Staff communicated well with one another, ensuring children were supervised safely and consistently. Kind and caring interactions supported children during transitions and care routines, contributing to positive experiences.

The service had a comprehensive Administration of Medication Policy aligned with Care Inspectorate standards and legislation. It outlined clear procedures for safe storage, parental consent, record keeping, management of errors, disposal of medication and risk assessments for outings. Although no children were currently receiving medication, the policy demonstrated that any future need would be managed safely and in line with best practice.

Parents were meaningfully involved in the life of the setting through opportunities, such as 'coffee and chat' sessions, a weekly lending library and fundraising events. Floor books showed evidence of shared experiences, including children participating in 'mini mudder' with parental support. These activities promoted community, belonging and confidence. Family questionnaires encouraged parents to share their views, with questions such as "I feel valued and included within the service". Introducing more open ended questions would allow families to provide richer feedback and suggestions.

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	5 - Very Good
Nurturing care and support	5 - Very Good

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