

# Munro House Nursery and Kindergarten Day Care of Children

Munro House  
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**Type of inspection:**  
Unannounced

**Completed on:**  
21 January 2026

**Service provided by:**  
Mackin Childcare Limited

**Service provider number:**  
SP2010011143

**Service no:**  
CS2010272598

## About the service

Munro House Nursery and Kindergarten is registered to provide a care service to a maximum of 48 children aged three years and over, but not yet attending primary school and a maximum of 63 children under three. At the time of inspection there were 44 children present.

The setting operates from two purpose built buildings. Children in the kindergarten can access a large playroom with two smaller rooms attached, a secure garden and an additional allotment space. Children in the nursery can access main playrooms, with smaller rooms adjacent and secure gardens.

The service is situated within the Anniesland area of Glasgow and is located close to local schools, shops and public transport.

## About the inspection

This was an unannounced inspection which took place on 20 and 21 January 2026. 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
- spoke with staff and management
- reviewed feedback from 11 parents and carers whose children attend the service
- reviewed feedback from eight staff members employed in the service
- 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 the service is operating legally. At the time of this inspection, no improvements were identified relating to core assurances.

During this inspection we 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 experienced warm, responsive care that supported their emotional wellbeing and development.
- Staff knew children well and responded to their individual needs with kindness and respect.
- Children were able to play and learn at their own pace, having fun as they explored the environment.
- Daily opportunities to be outdoors supported children's health and wellbeing.
- Staff worked well together to meet children's needs.
- Opportunities for family engagement were encouraged, strengthening partnerships and supporting children's learning and wellbeing.
- Audits of environmental hazards needed to be improved to keep children safe.

**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

### Quality indicator: Leadership and management of staff and resources

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.

The setting had a clearly defined vision, values and aims. There was a focus on nurturing care and an environment where children can explore and investigate. This was seen in practice and in communication with families. Management shared that they plan to review the vision, values, and aims. We agreed this would be a positive step in supporting continued improvement and in helping staff, children and families feel valued and included.

Managers and staff used self evaluation evidence to identify strengths and areas for development, leading to some meaningful improvements in the service. Staff shared reflections on their own practice and the practice within their playrooms, through short presentations. This approach gave staff autonomy and a voice within the improvement cycle and supported the team to work towards shared goals. For example, block play had been moved to the larger playroom and this meant a comfy literacy room could be created. This enabled children to explore stories, puppets and musical instruments in an inviting and relaxed space, that supported their wellbeing and development. Ongoing work on observations and identifying children's next steps was developing through staff training and team reflection. This helped to enrich children's learning experiences.

Management observed staff practice and staff engaged in professional discussion to reflect on strengths and agree actions for improvement. Although this approach was informal, it had a positive impact in supporting reflective practice, clarifying expectations, and identifying clear improvement actions. This had the potential to strengthen consistency of practice and contribute to ongoing continuous improvement across the service. We suggested that documenting these discussions would allow staff to revisit agreed actions, and measure progress that leads to achievement of goals.

We discussed with the manager, the need to strengthen quality assurance of the environment. During the visit, we noted that the allotment outdoor play area was not enclosed, which meant it could be accessed by others. While staff were positioned effectively to keep children safe, we suggested that adding a perimeter fence or physical barrier would help create a more secure play space and discourage unauthorised access. In the under three rooms, radiators were uncovered and some were hot to touch. The provider acknowledged these issues and we were satisfied of their commitment to take prompt action. We have made an area for improvement to ensure that safety considerations are monitored actively and regularly. This will help maintain a safe environment for children. (see area for improvement 1)

Staff were recruited safely, and induction processes were in place. Mentoring systems incorporating national guidance, ensured induction was ongoing and tailored to individual needs. One staff member told us "Induction helps give knowledge about the role and what things we will be doing. A mentor is there for support and if you have any questions or concerns then you can speak to them." As a result children received good care and support from staff who understood their needs.

### Quality indicator: Staff skills, knowledge, values and deployment

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.

All staff were supported to develop their skills and knowledge through access to professional learning opportunities. Staff were scheduled to participate in a bespoke training, to enhance intentional and responsive planning. This has the potential to enhance interactions and engagement with children. In addition staff participated in observation training, floor book planning and block play. One staff member told us, "training has allowed me to build my knowledge on the best ways to support and care for each individual child." Some staff indicated that while they were confident on what action to take when safeguarding children, they wished to be informed about the latest guidelines. Management confirmed this training was planned for the next staff meeting. This will contribute to children's ongoing safety and wellbeing.

Regular team meetings gave staff the opportunity to reflect on service delivery and discuss any arising issues. Staff valued these opportunities to share their views and work together as a team, which supported effective communication across the service. They told us, "we have staff meetings where we have evaluated things we can improve on and how we can do this together as a team and for the best outcomes of the children" and "I think self evaluation can help you learn and grow, so I try to do it as much as I can. It helps me learn a lot".

Senior staff in each room guided staff respectfully. This ensured new and inexperienced staff were supported. Staff worked well together, they communicated clearly as children moved around the service. This contributed to a shared, nurturing and respectful environment, where everyone worked together supporting positive outcomes for children.

Management planned staff deployment to ensure children's needs were met. Staff breaks were organised to minimise disruption to children while still allowing staff to rest and refresh. Management took a hands on approach and supported the playrooms when needed to ensure continuity. We discussed staff deployment for older children at lunch time. On day one of the inspection staff were task focused and missed opportunities to engage in rich dialogue with children. This was significantly improved on day two where staff sat with children and engaged in meaningful interactions. This contributed positively to children's wellbeing and social development.

### Areas for improvement

1. To support children's wellbeing and development, the provider should ensure that environmental risks are minimised through active and regular monitoring.

This should include, but is not limited to, audits of risk assessments both indoors and outdoors.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: "My environment is secure and safe" (HSCS 5.17).

## Children play and learn 4 - Good

### Quality indicator: 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 participated in a wide range of experiences. Playrooms were calm and attractive, with soft lighting and uncluttered spaces that created a relaxed and welcoming atmosphere. Staff organised the environment well, enabling children to make choices about their play and learning. As a result children demonstrated confidence and independence as they led their own play and learning.

There was a selection of open-ended resources that promoted curiosity and creativity, particularly in designated spaces such as the zen room. Resources including, fir cones, log slices, keys and jewels, engaged children's interests. In the under three room we asked staff to consider a wider selection of real life resources, set attractively, to invite children to learn. This would further support children's curiosity and exploration.

Experiences to develop literacy, language and numeracy skills were evident. Children enjoyed opportunities for filling, emptying and mark making. Storytelling took place throughout the day. Some mathematical language was used during block play, small world and the mud kitchen. For younger children staff spent time singing and role modelling language. As a result, children were supported to develop key language, literacy and numeracy skills through their play experiences.

Children benefited from varied outdoor experiences that supported their physical development, curiosity, and creativity. They engaged in physical play, explored the mud kitchen, used tyres for imaginative play and built a bug hotel. Children said "it had wood for beds and leaves for food, bugs love it." These experiences encouraged children to investigate and problem solve. Younger children enjoyed using the physical apparatus, and the balls and guttering, to extend their curiosity. Children enjoyed trips in the local community and travelled on public transport to the children's wood, local parks and library. These opportunities developed children's confidence and understanding of the wider world.

Older children's voices were captured through the use of floor books. These provided documentation of children's interests and involvement in creating a music wall and a loose parts plane. Learning clearly aligned with national guidance including Curriculum for Excellence and Realising the Ambition. We advised the service to update floor books in line with children's learning and have them accessible. This would support children to revisit their experiences, reflect on their learning, and make meaningful connections over time.

Staff used online learning journals to communicate with families sharing photographs of important moments in the children's day. Some observations with next steps were included. We suggested developing the recording of next steps to enable staff to extend children's thinking. Management agreed and had arranged training for staff. We agreed that further development of play and learning approaches could help create more challenging environments that support children's progress and development.

**Children are supported to achieve 4 - Good****Quality indicator: 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.

Staff interactions were consistently warm and nurturing, this supported children to feel safe, loved, and secure. Children approached staff for comfort, and they responded sensitively to their cues. This created a welcoming and nurturing atmosphere throughout the service, which promoted children's wellbeing. One parent told us, "The staff are extremely accommodating and supporting of our children's needs. As a family we believe that our children are experiencing the best possible preschool environment and have the best support and nurture that a service could provide."

Personal care was carried out sensitively, supporting children's privacy and dignity. Although the changing area could accommodate two children, staff chose to change one child at a time due to lower attendance. This helped to maintain a calm and respectful experience. Management recognised that, as the service becomes busier, partitions may be required to allow two children to be changed. This would ensure children's privacy was maintained.

Children's individual sleep and rest needs were respected. Staff had completed safe sleep training and monitored children at regular intervals. We highlighted that children required continuous supervision during sleep. Management took immediate action to address this, ensuring children were closely supervised at all times. This reduced potential risks and kept children safe.

Overall children's mealtimes were relaxed and unhurried. Lunches were nutritious and met children's dietary needs and allergies, with many choosing to have second portions. In the younger rooms, staff supported children to serve themselves and offered praise and encouragement when they succeeded. This helped children feel valued and promoted their independence. During day one of the inspection, we shared that staff in the pre school room were task focused and missed some opportunities for meaningful engagement. By day two, staff sat with children throughout lunch, engaging with them consistently which demonstrated a significant improvement. This supported a sociable and safe mealtime experience.

Personal plans were in place for all children and captured core information that linked to wellbeing indicators. Staff gathered "All About Me" information before children started and most were updated regularly, reflecting good knowledge of each child. However, some online records were not updated when changes occurred, and handwritten updates were not always dated. Ensuring both paper and online records were consistently updated and dated would improve accuracy, support continuity of care, and ensure plans were reflective of children's changing needs.

Family engagement was actively encouraged. The service provided opportunities for families to get involved, such as a family disco night and the great Munro bake off, parents nights and an open-door approach. Parents shared their skills in baking, dancing, music and reading stories with the children. This helped families feel included, valued, and connected to their child's learning. Parents told us, "Lots of parents, including myself have been asked to come in to showcase our job to the kids which has always been fun and interesting" and "we are invited as parents frequently to the nursery for formal updates and to look at and discuss our children's development plans. We also have daily updates in person and on the app."

## 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 support children to reach their potential and support their learning, wellbeing and development the provider should ensure:

Improvements are made to children's daily free flow access to stimulating and challenging outdoor play opportunities.

Staff undertake training that will further support them to follow observation and planning approaches that focus on recording and responding to children's individual development needs including identifying suitably challenging next steps for their play.

Develop approaches for responsive planning for play to promote children's ownership and leadership of their play experiences.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: "I am supported to achieve my potential in education." (HSCS 1.27); and "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 for my age and stage, which stimulate my natural curiosity, learning and creativity." (HSCS 2.27)

**This area for improvement was made on 24 January 2025.**

#### Action taken since then

Children were able to access outdoor play every day. The service had developed an additional outdoor area to provide more challenging outdoor play opportunities. This included a mud kitchen, tyres, logs and crates which provided opportunities for curiosity and exploration. Increased use of the local parks and public transport further enriched children's outdoor learning experiences. Together these experiences supported children's learning, wellbeing and development.

Staff participated in some training for observation and floor book approaches, with further training arranged to embed the planning cycle into practice. Floor books demonstrated children's voices were recorded and staff were responding to children's interests.

A wide and varied range of resources were displayed in the playrooms allowing children to make independent choices and extend their play and learning.

We were satisfied the area for improvement had been met

#### Previous area for improvement 2

In order to maximise outcomes for children across a wide range of play experiences the provider should ensure:

(i) the individual interests and skills of staff are identified and used as a basis to take forward lead roles to motivate, support and inspire others;

- (ii) all staff access training to enhance their practice and implement strategies to ensure the learning from training has a positive impact on outcomes for children;
- (iii) staff development and training opportunities are provided in outdoor play, observation approaches, responsive of planning and children's ownership and leadership of play.

This ensures the quality of staffing is consistent with the Health and Social Care Standards which state that: "I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes." (HSCS 3.14)

**This area for improvement was made on 24 January 2025.**

#### Action taken since then

Staff took the lead in identifying good practice and areas to be developed in their playrooms through self-evaluation. They presented their ideas to the wider team enabling a shared and consistent approach to improving the quality of practice.

One staff member had taken responsibility for enhancing outdoor play spaces, using professional research and current good practice. This resulted in enhanced outdoor learning opportunities for children and was a positive step in extending play experiences.

Staff participated in a range of training including, observation, floor book planning and block play. They were scheduled to participate in a bespoke programme to enhance intentional and responsive planning. Observations of staff practice before and after will highlight the impact of the training on outcomes for children.

We were satisfied the area for improvement had been met.

#### Previous area for improvement 3

In order to ensure children's mealtimes are a nurturing and social experience and ensure children have access to suitably challenging outdoor play experiences the provider should review and implement staffing arrangements that:

- (i) ensure lunchtime experiences for children reflect Care Inspectorate Practice note guidance Keeping children safe: supporting positive mealtime experiences in early learning and childcare (ELC);
- (ii) maximise children's experience and engagement with suitably challenging outdoor play experiences every day.

This is in order to ensure that care and support is consistent with the Health and Social Care Standards which state: "I can enjoy unhurried snack and mealtimes in as a relaxed atmosphere as possible" (HSCS 1.35); "People have time to support and care for me and to speak with me" (HSCS 3.16); "I can choose to have an active life and participate in a range of recreational, social, creative, physical and learning activities every day, both indoors and outdoors" (HSCS 1.25); "As a child, I play outdoors every day and regularly explore a natural environment." (HSCS 1.32)

**This area for improvement was made on 24 January 2025.**

#### Action taken since then

Overall, we were satisfied that mealtimes provided a nurturing and social experience for children. Lunches were calm and unhurried, which supported children to feel relaxed and comfortable. Children had opportunities to self-serve, promoting independence.

Staff were kind and attentive throughout the mealtime routines.

On the first day of inspection, staff were at times task-focused with older children. By the second day, this had improved significantly. Staff sat with children, engaged in meaningful interactions, provided appropriate support, and ensured children remained safe. This contributed positively to children's wellbeing and social development.

This area for improvement has been met.

## Previous area for improvement 4

To support children's health, safety, and welfare, the provider should ensure that when an accident occurs, families receive clear and accurate information. This should include, but is not limited to ensuring records accurately reflect whether the accident was witnessed or unwitnessed.

This is in order to comply with:

Health and Social Care Standard 3.14: "I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes".

**This area for improvement was made on 10 November 2025.**

### Action taken since then

All accident records were recorded on the online app and sent to parents for review. Each record included details of the accident and any first aid administered.

Parents could not sign their children in or out the following day without first confirming that they had received and acknowledged the accident information. This process strengthened communication with families and ensured they remained fully informed about their child's safety and care.

This area for improvement has been met.

## 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
Staff skills, knowledge, values and deployment	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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