

Rockfield Nursery Day Care of Children

Gadburn School
70 Rockfield Road
Glasgow
G21 3DZ

Telephone: 01415 581 754

Type of inspection:
Unannounced

Completed on:
12 February 2026

Service provided by:
Glasgow City Council

Service provider number:
SP2003003390

Service no:
CS2003014944

About the service

Rockfield Nursery is a day care of children service provided by Glasgow City Council. It is registered to provide a care service to a maximum of 72 children aged from birth to those not yet attending primary school. The nursery operates from a space within the Gadburn School campus in the north east of Glasgow. The nursery is close to local transport links, shops, schools and other nurseries.

About the inspection

This was an unannounced inspection which took place on 11 and 12 February 2026 between 09:00 and 17:00. Feedback was given to the service on 12 February 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 attending the service
- spoke with staff and the management team
- observed practice and daily life
- reviewed documents
- received electronic feedback from three families.

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.

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

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

- The service demonstrated a strong, shared commitment to high quality early learning through recently refreshed vision, values, and aims, robust quality assurance systems, and collaborative staff involvement.
- The service should strengthen induction processes to ensure that all staff are supported in new roles.
- Children experienced consistently high quality, enriching play and learning across a well designed indoor and outdoor environment.
- The setting demonstrated strong, meaningful family partnerships that supported children's wellbeing and positive outcomes.
- Children were supported by kind nurturing staff who knew them well and responded to their needs sensitively.

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 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 5 - Very Good

Quality indicator: 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 recently revisited its vision, values, and aims in August 2025. This reflective process ensured they remained relevant, meaningful, and aligned with current early learning and childcare practice. The updated statements were clearly displayed in the hallway, which supported a shared understanding among children, families, staff, and visitors. Staff had been actively involved in the review. This collaborative approach enabled practitioners to contribute their perspectives and ensured the vision, values, and aims reflected the ethos and collective identity of the whole team. As a result, staff demonstrated strong ownership and commitment to the direction of the service.

The vision placed children firmly at the centre of all practice, highlighting the importance of nurturing relationships and the concept of working together. The service's values promoted an inclusive, respectful environment where everyone felt valued and included. The aims further emphasised the commitment to creating a happy, safe, caring, and nurturing setting where children and families could thrive. Together, these statements demonstrated a clear and consistent focus on wellbeing, positive outcomes, and high quality experiences.

The service had introduced a range of effective systems to support continuous improvement and maintain high standards across all playrooms. These included regular playroom monitoring, peer reviews, and systematic audits of children's personal plans and learning journals. These processes supported leaders to maintain oversight of practice and enabled staff to reflect on the quality of children's experiences.

Staff were involved in self evaluation and ongoing improvement, which contributed to a strong sense of collective responsibility. Staff understood what required improvement and why these changes mattered for children.

Playroom monitoring helped leaders identify both strengths and areas for development. It allowed targeted support where needed. Peer reviews encouraged professional dialogue, strengthened team relationships, and promoted reflective practice. Regular audits of personal plans and learning journals ensured that children's progress was recorded meaningfully and that information remained current, relevant, and responsive to individual needs.

Although there was no formal, documented induction programme in place at the time of inspection, staff spoke positively about the induction experiences they received. They described feeling welcomed, supported, and able to access guidance from more experienced colleagues during their initial weeks. This informal approach helped new staff gain an early understanding of the service's routines and expectations.

To strengthen consistency and ensure all new staff receive high quality, structured support, the manager should now make use of the Early Learning and Childcare National Induction Resource. Implementing this guidance will help formalise the induction process, clarify roles and expectations, and support staff to develop the knowledge and skills required for their role.

Quality indicator: Staff skills, knowledge, values and deployment

Staff were well deployed across playrooms, which ensured children received effective support for their learning while still having space for independent and child led exploration. Staff presence enabled them to guide learning when appropriate, model language, and extend children's thinking. As a result, playrooms operated with a calm, purposeful atmosphere where children were able to engage deeply in meaningful experiences.

Although several vacancies remained, managers ensured that each playroom continued to be staffed appropriately. This meant children consistently experienced warm, responsive care. Where absences occurred, the service had strengthened its planning systems, resulting in improved oversight and minimised disruption to children's daily routines. Consequently, children's experiences remained stable and well supported.

Staff spoke confidently about the training and professional learning they had undertaken and reflected meaningfully on how this had improved outcomes for children. This was particularly evident in their understanding of play, learning, and development. Staff demonstrated a sound knowledge of child protection procedures and were confident in their responsibilities, ensuring children were kept safe and well supported.

Since achieving Language and Communication Friendly Nursery accreditation in January 2026, the service had become noticeably calmer, more inclusive, and more communication focused. Visual supports, cosy corners, labelled areas, and child level environments contributed to a soothing atmosphere that supported language development and emotional regulation. These improvements positively influenced how children engaged with their environment and with others.

Staff interactions had strengthened, with consistent language, adapted communication, and shared strategies being used across all playrooms. Initiatives such as the effective use of walkie talkies enhanced teamwork and supported responsive engagement with children.

Children play and learn 5 - Very Good**Quality indicator: Playing, learning and developing**

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.

Children experienced high quality play and learning opportunities that consistently promoted their confidence, independence, and overall development. Throughout the setting, children were observed to be happy, settled, and deeply engaged in a variety of purposeful and stimulating activities. Staff demonstrated strong understanding of child development and used responsive, nurturing interactions to extend play and enrich learning.

Indoor activities were thoughtfully planned and linked meaningfully to children's interests. Experiences such as pizza making supported early language, fine motor skills, and decision making. Staff used repetition, positive language, and clear instructions to reinforce vocabulary and build children's confidence. At the playdough area, staff promoted early mathematical thinking by exploring concepts of quantity and volume through natural conversation. Children recalled ingredients independently, demonstrating developing memory, problem solving, and expressive language.

The learning environment had been significantly improved, creating clearly defined play spaces that supported deeper engagement and meaningful learning. Open ended materials encouraged creativity, investigation, and experimentation. Sensory areas such as sand, water, and dough promoted early maths, science, and fine motor development. The home corner, enhanced with real food items, supported imaginative play and early communication, reflecting children's lived experiences. Quiet, cosy areas were available to help children regulate emotions and return to play feeling calm and ready.

Assessment processes were effective and well embedded. Staff used a range of tools, including Curriculum for Excellence trackers to monitor progress and identify next steps. Termly individual plans and area plans ensured learning was targeted and responsive.

Outdoor learning contributed meaningfully to children's physical development, confidence, and curiosity. During a forest school session, children engaged safely in activities such as balancing on a fallen tree and exploring puddles. Staff demonstrated appropriate awareness of outdoor safety and used an agreed forest area to protect the natural environment. Although not fully trained in forest school practice, staff showed commitment and enthusiasm. One member had shadowed a trained colleague and planned to complete training, demonstrating an ongoing commitment to improvement.

Children are supported to achieve **5 - Very Good**

Quality indicator: Nurturing care and support

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 setting demonstrated a consistently nurturing and child centred approach that promoted positive outcomes for children and families. Warm, trusting relationships had been established from the outset through home visits, stay and play sessions, Bookbug activities, and family events. These opportunities helped families feel welcomed, included, and confident, resulting in strong partnerships that supported smooth transitions and enhanced children's emotional security. Parents and carers who provided feedback told us "I love when they do activities involving the parents, it's always nice to come in and see your child thriving in the environment" and "there are often stay and plays and other events put on in the nursery that I am invited to and will attend. The staff also make lots of time to talk to parents about their child's day etc".

Children were observed to be calm, settled, and engaged in a range of nurturing experiences. The environment was well organised to promote independence, and staff responded sensitively to children's interests. Interactions were warm, responsive, and attuned, with staff offering comfort, extending language, and supporting imaginative play in ways that reinforced children's confidence and wellbeing.

Personal care was respectful and promoted dignity, with staff seeking children's permission and encouraging independence. Children who required additional support benefited from stable routines, sensitive responses, and individualised strategies informed by observation and multi agency guidance.

Personal plans were detailed, regularly updated, and clearly reflected children's individual preferences and changing needs. Wellbeing assessment plans were comprehensive, with chronologies, multi agency involvement, and clear evaluations. The "My Passport" overview ensured key information was readily accessible, supporting consistent and individualised care.

Plans were developed collaboratively with parents. This ensured children received the right support at the right time. Parents and carers who provided feedback commented "When my son started nursery, the staff took the time to sit down with me and discuss what I wanted for my son and what they felt he could benefit from his time at nursery" and "they used this to create a development plan for my child which I was very happy with and I know I could approach them at any moment to explain if I wanted to change this."

Sleep routines were managed safely and sensitively. We observed a child who had fallen asleep in a staff member's arms being transferred safely to a cot. This child was the only one in the room who used a cot; all other children slept on individual mats. Each child had their own bag containing bedding, which was laundered onsite to support good hygiene. Staff were observed carrying out regular wellbeing checks on sleeping children, including physical observations and monitoring of room temperature. These checks were recorded every ten minutes in line with policy. Safe sleep guidance had been reviewed recently. Children who used personal comforters were supported to have these during rest time, promoting security and emotional regulation.

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 that children receive continuity of care, the manager and provider should make sure that staff are deployed in a way that meets children's needs. This should include but is not limited to, maximising staff attendance and developing contingency plans to support staff absences.

This is to ensure that children's care and support is consistent with the Health and Social Care Standards (HSCS) which state that "My needs are met by the right number of people" (HSCS 3.15) and "My care and support is consistent and stable because people work together well" (HSCS 3.19).

This area for improvement was made on 9 December 2024.

Action taken since then

The service had taken effective action to ensure children received continuity of care through improved staff deployment. Management had implemented systems to maximise staff attendance and minimise the impact of absences. Clear contingency plans were developed and used to support staffing across the setting. As a result, children consistently experienced stable relationships and predictable routines, which supported their wellbeing, security, and engagement in play and learning.

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	5 - Very Good
Leadership and management of staff and resources	5 - Very Good
Staff skills, knowledge, values and deployment	5 - Very 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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Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

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