

Glencoats Lodge Nursery Day Care of Children

29 Blackstoun Road
Paisley
PA3 1LU

Telephone: 01418 487 600

Type of inspection:
Unannounced

Completed on:
17 March 2026

Service provided by:
Collin Care Limited

Service provider number:
SP2008009795

Service no:
CS2016351379

About the service

Glencoats Lodge Nursery is registered to provide a care service to a maximum of 39 children aged from birth to those not yet attending primary school. Nine children from birth to under two years, 10 children aged from two years to under three years and 20 children aged from three years to those not yet attending primary school. At the time of inspection 47 children were registered with the service.

The service operates from a double storey property in Paisley, East Renfrewshire and is located close to main roads, public transport routes and local amenities. Care is provided from dedicated rooms for individual age groups, with a sensory room used to care for children aged 0-2 years. Children also have access to outdoor play in the enclosed garden areas.

About the inspection

This was an unannounced inspection which took place on 16 and 17 March 2026 between 09:30 and 15:00. 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 children using the service
- reviewed electronic feedback from 15 parents
- spoke with staff and management
- assessed core assurances, including the physical environment
- 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.

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.

Key messages

- A clear vision for improvement had been established and had involved all stakeholders including staff, children and families.
- Quality assurance approaches had been developed and were supporting continuous improvement within the service.
- Improvements had been made to the environment, helping to ensure children experienced a welcoming and well maintained setting.
- Staff deployment in the outdoor area would benefit from review to ensure children have regular opportunities to play outdoors according to their play preferences and needs.
- Improvement to toys and material indoors were enhancing children's play opportunities, supporting their curiosity, creativity and imaginative play.
- The service should continue to develop the outdoor environment to promote children's independence and choice.
- Staff knew children very well and responded to their individual needs and wishes.
- Strong relationships had been established with families, which resulted in positive outcomes for children.

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 thrive and develop in quality spaces	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.

Leaders promoted a shared vision that helped staff understand the aspirations of children and their families. The nursery vision had recently been developed in consultation with staff and families to help shape the service in a way that meet children's needs. This was also supported by a staff team, who were reflective of their practice and were keen to make changes to ensure positive outcomes for children and their families.

Since the last inspection the service had participated in the Care Inspectorate's 'Quality improvement programme' to support them within their improvement journey. Regular visits from the local authority also helped to support staff's skills, knowledge and confidence in developing positive outcome for children. For example, improvements to environment, lunchtime experience and supporting children's communication and language. These changes had been documented through a well informed floorbook and staff were knowledgeable about the improvement journey.

Quality assurance processes had been developed and were contributing towards improved outcomes for children. This included a clear improvement plan with realistic targets to raise attainment in literacy and develop outdoor play. Staff had attended training to develop their knowledge and skills in implementing changes, and the pace of change was appropriate to the service needs. The manager was using data to monitor, track and evaluate progression within their priorities. We discussed where some monitoring approaches would benefit from further information, such as agreed next steps and actions.

A shared approach to self-evaluation was developing. Staff used challenge questions from 'A quality improvement framework for the early learning and childcare sectors: early learning and childcare,' to reflect on their practice and identify where improvements could be made. Questionnaires were provided to ask parents and children for their views of how the service could improve. Parents told us "I feel that both my child and I are meaningfully involved in helping to develop the service. The nursery values parents' feedback and takes time to listen to our thoughts and suggestions. It feels like a partnership, where our opinions matter and contribute to creating the best possible environment for the children" and "the nursery ask for parent feedback by doing parent surveys, children surveys and overall making sure everyone voices are heard, included and acted upon."

The manager had developed approaches to empower staff to lead key areas of practice. Distributive leadership was at the early stages and some staff were confident when discussing their roles. For example, Bookbug and Well-being leader. The service should continue with this approach to help ensure all staff are empowered to initiate and lead change within the setting. One staff member told us "over the past year, the training and learning I have undertaken has strengthened my knowledge and confidence in my role, which has had a positive impact on children's experiences."

There was a mix of skills and qualifications within the team. Staff were recruited safely, to ensure the right people were caring for children. This included appropriate safety checks and registrations. A recruitment overview was in place to help leaders have an oversight of qualifications and roles. The service used the 'National Induction Resource' to support all staff in developing their knowledge and confidence.

New staff spoke positively about their induction and commented their team along with management were supportive. All staff were registered with the Scottish Social Services Council (SSSC).

Children thrive and develop in quality spaces 4 - Good

Quality Indicator: Children experience high quality spaces

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.

Since the last inspection, management and staff had worked hard to improve the setting. Parents told us "it is clear that a lot of thought and effort goes into creating such a supportive and stimulating environment for the children" and "the nursery is welcoming and is always clean and tidy. There has been a lot of changes." Playrooms were bright and welcoming. Some homely touches, such as displays, soft furnishings and furniture helped create a welcoming environment for children and their families.

Careful consideration had been given to the layout of most rooms to offer a range of spaces for children to make choices, support their interest and develop their ideas. The freely chosen play opportunities allowed children to lead and direct their own learning. For example, we observed children engaging in play at the construction area for extended periods of time, confidently talking about their structures. Children told us "look I'm building a den" and "I like building towers." We discussed the importance of continuing to develop all rooms, including introducing softer lighting and further developing spaces for rest, relaxation or quiet time, particularly within the 3-5 room. These additions would further support children's wellbeing, self regulation and comfort.

Outdoor play spaces had been developed since the last inspection. This included developing sheltered spaces for children to cosy up and play together. A range of natural and open ended material were beginning to support children's imagination and curiosity. Most resources were easily accessible for children to independently access and direct their learning outdoors. Children made good use of this and were confident when using all areas of the outdoor space. Children enjoyed the tuff tray, exploring the wonder of pouring and transporting water from different containers. Opportunities for younger children outdoors included sand play, wheeled toys and mark making. In addition, children had climbing equipment in both gardens to support their physical development. The service had plans to further develop their outdoors space and we agreed this would continue to support their natural curiosity, exploration and discoveries.

Whilst staff recognised children's right to play outdoors and could share the benefits of this to individual children. At times children could not access outdoor play due to staffing levels. We have discussed this within Quality indicator: Playing, learning and developing.

Children benefitted from a safe and secure setting with a range of safety measures in place to ensure children didn't come to harm. The service had a secure entry system, clear boundary fences and a password system in place for the collection of children. Confidential records and information were stored appropriately.

All outstanding repairs from the last inspection had been addressed. The manager had developed a maintenance record, that identified where any repairs or further action was needed. This was built into quality assurance systems and helped to ensure the environment was well maintained.

Risk assessments were in place for tasks and individuals where needed, and this was helping to minimise potential risks to keep children safe from harm. We discussed where some daily risk assessment could be improved to help ensure children are kept safe. For example, further developing daily garden checks.

Infection control practices minimised the potential spread of infection, supporting a safe environment for children. The nursery was clean, handwashing took place regularly and nappy changing areas had been improved. We asked the setting to ensure the extractor fan was on at all times within the 2-3 playroom to help eliminate any unpleasant odours..

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

Most children were fully involved in their play and learning and were having fun. Staff knew children well and were developing their understanding of how children develop and learn. Ongoing support from the local authority continued to enhance staff knowledge, particularly in relation to children's experiences and outcomes. Children told us "I like the bikes in the garden" and "we like to dance and build dens."

The service had reviewed the pace of the day to support children's play choices and transitions throughout the day. Whilst children could freely move within the playrooms to direct and led their play, we found they had limited choice to access outdoor play in the morning. We discussed where approaches could be further developed to enable children to choose if they wanted to play outdoors or indoors based on their play preferences. On the first day of inspection, older children could not access the garden according to their needs and preferences. Whilst we recognised there were a variety of working patterns, this meant these experiences were not always available. Leaders should review the availability of these opportunities, to ensure these are more regularly available and meaningful to support children's play and learning.

There was a good range of varied play experiences to support children's play and learning. Resources were displayed in a way that promoted choice and independence. Children were confident in making independent choices and were engaged in their learning. For example, children had fun playing with water, playdough and den making at the construction area. We observed children engage in play for prolonged periods of time showing good levels of engagement, excitement, wonder and awe. The service should continue to review toys and materials to further support children's play.

Responsive and caring interactions were supporting the development of communication, language and social skills through effective modelling. This included appropriate questions, adapting interactions to individual children needs, commenting and narrating throughout children play opportunities. Numeracy skills were supported through the use of mathematical language when exploring units of measurement, for example when building and baking scones. Children enjoyed listening to stories and engaged in songs to support their language skills. The service had implemented a 'Word Work' programme which was supporting children's language development through rhyming and phonological awareness.

A new planning process had been introduced that included both planned and responsive approaches. Staff observations of children's needs and interests were used effectively to shape the experiences offered. Staff told us the new format was working well and was contributing to increased confidence in their practice.

We discussed where planning could be further developed to ensure it captures children's voice and 'in the moment' responsive play.

Children's achievements and successes were shared with families. One parent told us "the staff always keep the family app up-to-date and always add lots of pictures and notes throughout the day!" and "the staff always keep me informed about my child's progress." We discussed where observations would benefit from further depth to record the next steps in how children would be supported within their play and learning.

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.

Children experienced a warm and welcoming environment where they felt loved, safe and secure. Staff interactions were responsive, nurturing and unhurried. They made positive efforts to ensure they were at the children levels when supporting and interacting with them. However, at times staff could be task orientated. For example, staff within 3-5 playroom had to open the playroom door for other staff to access the staff room. This impacted on staff's interactions with children. We asked the service to review this to minimise interruptions to children's care and support.

Staff knew children well and could talk about their individual needs. They shared how they gathered information about children's needs and how they planned for them as individuals. Staff had developed an overview 'all about me' for children, which included, children's care preferences, how they communicate and showed their emotions. This supported consistency in staff's approach, which helped to ensure continuity of children's care. Staff also used visuals to support children to express their thoughts and feelings. This was helping children to feel valued and included.

Children's personal care needs were sensitively responded to, which supported their privacy and dignity. For example, children were asked if they wanted to have their nappy changed. Staff understood and followed safe sleeping guidance helping to provide a safe, comfortable environment for children. We discussed monitoring the playroom temperature in the 2-3 room during sleep times, when the door to the garden was open.

Overall, children's wellbeing was supported through personal plans, where important information was gathered to support their needs. These were created in partnership with parents, which helped to promote consistent care for children. One parent told us "I feel fully involved in my child's care. I am included in developing and reviewing their personal plan."

Children with additional support needs had detailed child plans. These were supported with 'How I communicate' books. This provided a clear insight to children's preferences and their preferred method of communication, and how staff could help them communicate. We observed continuity and consistency in this approach, with staff using objects of reference and visuals to support children.

Children experienced sociable mealtimes, which supported them to develop their independence and skills for life. Older children were involved in setting the table and were able to self-serve, and pour their drinks.

We asked the service to be mindful in their approach to help ensure younger children's independence was promoted. Whilst staff positioned themselves at the table to supervise and support children if required, we found the beginning of lunchtime to be busy. We shared some suggestions with leaders to reduce staff movements and noise levels. This could help increase opportunities for natural conversations, whilst supporting a relaxed, unhurried mealtime experience.

Most children could access water throughout the day. We discussed where this could be further developed to ensure all children could freely access water according to their needs. This would help children stay hydrated.

The service was developing their approaches to family engagement within the service. Parents were warmly welcomed into playrooms, where staff shared feedback on their child's day verbally and in written form. In addition, families were welcomed into the session for stay and play sessions, as well as 'Bookbug' events. This helped contribute to strong connections between children, families and staff. Parents commented, "I also really appreciate that they organise stay and play sessions. It gives parents the opportunity to see how the children learn and interact, and it helps build a strong connection between home and nursery" and "the staff are very nurturing and always take the time to make sure they offer a detailed feedback at the end of my child's day."

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's health needs are met, the provider should improve medication processes to ensure relevant information is gathered to administer medicine safely.

This includes, but is not limited to, ensuring reason for medication is recorded and medication is regularly reviewed with parents. This is to ensure that care and support is consistent with the Health and Social Care Standards which state that 'Any treatment or intervention that I experience is safe and effective.' (HSCS 1.24).

This area for improvement was made on 5 November 2024.

Action taken since then

Approaches to medication had been developed. Information was gathered to support children's health and medical needs, this included clear signs and symptoms of when medication should be administered. The service had also developed clear overviews of allergies and asthma care plans. This helped to ensure staff were aware of how to respond to children individual health needs. We discussed improving how medication was stored. The service action this immediately.

Therefore, this area for improvement has been Met.

Previous area for improvement 2

To support children's natural curiosity, choices and wishes, management should ensure children are provided with opportunities to consolidate their own learning through play and are sufficiently challenged in order to reach their full potential. This should include, but not limited to, improving toys and materials to support spontaneous play.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states 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 for my age and stage, which stimulate my natural curiosity, learning and creativity.' (HSCS 2.27).

This area for improvement was made on 5 November 2024.

Action taken since then

The service had reviewed play spaces indoors and outdoors, developing toys and materials to support children's curiosity, creativity and imagination. Resources were displayed to support children to make choices and direct their own play according to their own agenda. Children had varied play experiences which supported a range of skills. Staff adapted play according to children needs, extending and challenging children learning when appropriate.

Therefore, this area for improvement has been Met.

Previous area for improvement 3

To help ensure children experience a stimulating and well maintained environment, the provider should ensure improvements are made to the environment. This should include, but is not limited to, improving the décor and general maintenance.

This is to ensure care, play and learning is consistent with the Health and Social Care Standards (HSCS) which states that: 'I experience an environment that is well looked after with clean, tidy and well maintained premises, furnishings and equipment' (HSCS 5.24).

This area for improvement was made on 5 November 2024.

Action taken since then

The service had reviewed the environment and had made improvements to play spaces. All outstanding repairs had been completed, which helped to ensure a stimulating and well maintained environment for children. This included developing sheltered, cosy spaces outdoors and developing a reading den within the 3-5 room.

Therefore, this area for improvement has been Met.

Previous area for improvement 4

To support children's health and wellbeing, the provider should make improvements to the toilet and changing facilities for children to protect their privacy and dignity.

This is to ensure that care and support is consistent with the Health and Social care Standards (HSCS) which state: 'If I require intimate care, this is carried out in a dignified way, with my privacy and preferences respected.' (HSCS 1.4).

This area for improvement was made on 5 November 2024.

Action taken since then

The service had added new changing areas to all playrooms to ensure children privacy and dignity were respected during care routines.

Therefore, 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

Leadership	4 - Good
Leadership and management of staff and resources	4 - Good
Children thrive and develop in quality spaces	4 - Good
Children experience high quality spaces	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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Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

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