

# Treasure Trove Nursery Day Care of Children

19 Hatfield Drive  
Anniesland  
Glasgow  
G12 0YE

Telephone: 01413 576 040

**Type of inspection:**  
Unannounced

**Completed on:**  
4 March 2025

**Service provided by:**  
Glasgow Clyde College

**Service provider number:**  
SP2003001394

**Service no:**  
CS2013318912

## About the service

Treasure Trove Nursery is located within the grounds of Glasgow Clyde College, Anniesland Campus, situated in the Anniesland area of Glasgow. It is registered to provide care to:

- 12 children from 0 - two years
- 20 children from two years, up to the age of three years
- 28 children from three years and up, but not yet attending primary school.

The service vision is "To enrich children's care and education experiences by building secure attachments and scaffolding child led activities."

## About the inspection

This was an unannounced inspection which took place on 18 February 2025. 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
- spoke with staff and management.
- reviewed 26 completed questionnaires
- observed practice and daily life
- reviewed documents.

## Key messages

- The service was very well led by a strong, approachable management team who delegated responsibility appropriately to staff and involved them in the development of the service.
- Children were empowered to be fully involved in their play and learning through the skilled interactions and actions of staff.
- Children's learning and development was supported through a well-balanced curriculum.
- Staff knew children very well and responded to their needs sensitively in line with information recorded in their personal plans.
- The staff team and management team engaged with the inspection positively.

## 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

How good is our care, play and learning?	6 - Excellent
How good is our setting?	6 - Excellent
How good is our leadership?	5 - Very Good
How good is our staff team?	5 - Very Good

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

## How good is our care, play and learning?

6 - Excellent

We evaluated this key question as excellent where performance was sector leading with outstandingly high outcomes for children.

### Quality indicator 1.1: Nurturing care and support

Staff had developed an excellent nurturing and inclusive ethos in the service, and this was evidenced through their very warm and caring approach towards children. Paying attention to everyone's emotional wellbeing was embedded in the service ethos and staff practice. There were organised activities, such as rich creative opportunities throughout each playroom where children determined their level of participation but children were also supported through intuitive staff responses that supported their emotional wellbeing. Children were happy, settled and confident in the setting. They were familiar with the environment and routine and experienced warmth, kindness and respect from staff. There were nurturing relationships between children, staff and their peers throughout each playroom, based on respect. This helped children to feel cared for and safe. Staff were skilled at building resilience and identifying when children were needing reassurance, love or comfort.

Children's personal care plans reflected their family's preferences and promoted children's independence, privacy and dignity. They also reflected the holistic needs of each child to improve their wellbeing and support positive outcomes. These were used as the starting point for planning for children's interests, especially with those children who have limited language. Reviewing personal plans was a priority within the service quality calendar and we agreed with this focus. In keeping with legal guidance, plans were in place for each child within 28 days of them joining the nursery then reviewed with families at least six monthly. Staff used being me and care plan information to enhance children's individualised care and respect parents' requests for children's routines. One parent told us: "Child's care plan is always reviewed and spoken about with myself and their keyworker."

Children's emotional security and wellbeing were supported through sensitive arrangements for daily routines such as nap and meal times. For example, staff were aware of children's comforters but did not insist on rigidly following nap time. They were respectful of children's choices if they would rather play than sleep so that children were learning to recognise their own body's cues. Children experienced warm, caring relationships with staff when receiving support with feeding. Where children were weaning, or were receiving their nutrition from milk feeds, this was well planned and in line with parents' wishes. Cultural, dietary, medication and allergy needs were well communicated to ensure all relevant staff in each playroom were aware. We observed staff encouraging choice, responsibility and independence at this time, while also sensitively helping them with healthy choices for their lunch. Fresh water was available throughout the day and children were encouraged to remain hydrated.

Staff were passionate about the importance of parents being involved in all aspects of care. Parents confirmed that staff regularly shared and exchanged information, using online learning journals, emails, telephone calls and chats during children's handover times. One parent told us: "Such a warm, nurturing learning environment. I love how each child has its own unique needs met and that the staff show a genuine interest in getting to know each child, helping them get the most from their learning experience."

Where children required medication, this was delivered in a safe and sensitive manner following best practice guidance. Children's wellbeing was supported through staff knowledge and understanding of their role in identifying, recording and referring any concerns. This was supported by policy and attendance at child protection training annually. Staff were working well with other agencies, such as other allied health staff, to promote a continuity of care and access to further support if necessary.

All parents that we spoke with confirmed that they were always welcomed warmly into the service and had the opportunity to discuss their child's care, play and learning. A parent told us: "The nursery check in with parents each morning, have regular coffee chats, progress reports and show a genuine interest in the child's wellbeing."

### Quality indicator 1.3: Play and learning

Children were meaningfully and actively involved in leading their play and learning through a balance of spontaneous and planned high quality experiences that promoted children's choice and independence. Staff made excellent use of their observations of children's play and interests to extend children's joy. We observed lots of child-centred, responsive play and child led learning scaffolded by staff. Staff were playful in their interactions with children and there was lots of chatter and laughter. Staff took time to listen to children, using careful questioning to support children's higher order thinking skills. This meant children were empowered to express their ideas and to develop problem-solving skills, thus awarding them a sense of achievement. It demonstrated that staff were valuing children's interests and supporting their play, learning and development through following children's line of enquiry at their own pace. We noted that staff met frequently to discuss children's next steps in play and learning and this was shared with parents. One parent told us: "I am updated constantly with what my child is learning from week to week and sent photos. The 'being me' book is fantastic too."

Planning approaches were child-centred and responsive to children's interests and in line with current best practice guidance. Children were actively involved in planning and leading their own learning. Learning was tracked and extended, in line with best practice of how children learn. As a result, children were progressing well, and were happy and confident. Senior staff modelled good practice in the playrooms and offered support to staff who needed direction with the planning processes in place.

In the playrooms and outdoors there were plenty of well-considered open ended materials and creative approaches that successfully engaged children's imagination and enriched their play and learning. We observed children negotiating space and risk taking as they learned to use their bodies in different ways in the garden. For example, a younger child was enjoying various objects to create spaceships, although they may not have had much language the staff member understood what the child was attempting to create and encouraged the child. Children moved easily around the play areas independently and transporting toys as they wished. Staff took time to listen, talk and communicate with children. Effective use of questioning extended children's thinking, widened their skills, and consolidated their learning through play. This meant staff could respond meaningfully to children's needs and wishes, and this supported children's overall wellbeing and sense of belonging.

Children's right to play was threaded through staff planning and the provision of children's play experiences. Staff had created opportunities for parents to understand why this was important for children. Some of these experiences were displayed effectively throughout the nursery premises.

## How good is our setting?

6 - Excellent

We evaluated this key question as excellent where performance was sector leading with outstandingly high outcomes for children.

### Quality indicator 2.2: Children experience high quality facilities

Playrooms and outdoor play areas were safe and secure, welcoming and stimulating. Children were able to decide how they wished to spend their day. We observed a very positive learning environment with purposeful areas rich in opportunities for children's curiosity and investigation. Throughout the setting, there were plenty of spaces where children could rest, feel safe, content and cosy, affording them a sense of security and wellbeing. We observed older children making use of quieter spaces to stop, think and relax. For example, in the outdoor areas there were book areas, sand, water, music, age appropriate physical equipment and lots of opportunities to be creative. We were impressed with the discrete nurture corners with open ended resources that children could use to express their feelings and learn about self regulation.

Babies also enjoyed an exceptional range of heuristic and sensory play experiences, which supported how they communicated their thoughts and ideas to staff. For example, in their outdoor play area of the garden, there was a very well-resourced area where babies could participate in play experiences that supported the development of fine motor skills.

Staff understood the value of outdoor play for children's learning. Staff were playfully supporting children and encouraging turn taking, children's respect for others, as well as mathematical thinking. Children were supported by staff to problem solve and think imaginatively when using a range of loose parts. This benefited children in terms of their fine and gross motor development and language. For example, we saw children had built a space ship outdoors and this interest was continued indoors with displays of rockets and planets that children had made. This interest was further supported by staff offering stories about space, reference books and access to the internet to explore further. We observed children spending long periods of time on specific activities, for example, persevering with how to move equipment around the space available to them. Children's imaginative play, exploration and creativity were stimulated by the availability of real life items.

Children's safety was promoted through detailed risk assessments for all environments and activities accessed by them. These were regularly reviewed and staff were aware of their responsibility to identify and remove any new hazards in the way of children's safety and wellbeing. Children were also kept safe and healthy because of the robust infection control practices that were in place within the setting.

## How good is our leadership?

5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

### Quality indicator 3.1: Quality assurance and improvement are led well

The nursery was well-supported by a strong, approachable management team who delegated responsibility appropriately to the nursery team and involved them in the development of the service. In partnership, they had promoted a clear vision that helped staff to develop meaningful aspirations for children and their families.

The nursery manager had created a strong culture of learning opportunities, where all staff felt confident to initiate well-informed change and share responsibility for improving the experience. She demonstrated a strong professional understanding of the importance of a shared ethos and commitment to developing high quality play, based on children's needs and interests.

Positive working relationships between the management team and staff promoted a collegiate approach to providing high quality play experiences for children. A meaningful improvement plan was in place, and had been created in partnership with staff, families and children. A whole team approach to improvement was evident. Senior roles were being developed to support and improve practice. They had a key role in gathering evidence to support self-evaluation and guide staff with practice and personal development. Equally, senior staff were guided by the manager with their own practice and how they supported others. This meant children benefited from a team who were reflective, and keen to provide a high quality service.

Communication with families was transparent, for example using messaging, newsletters and daily face-to-face contact. The nursery successes and achievements were shared with children, families and partners and used as a starting point for future improvements. This was confirmed by parent responses to our survey, where all people strongly agreed that the service was well led and their views were listened to. For example, one parent told us: "The staff are very good at involving parents in person and via Seesaw. I know exactly what my child is learning each week and I have had lots of input in the plan and I'm able to follow their progress and I'm always given the opportunity to reflect on this."

## How good is our staff team?

**5 - Very Good**

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

### Quality indicator 4.3: Staff deployment

The service had high staff to child ratios. All staff were fully qualified. Training was planned to reflect staff interests, support service improvement planning and ensure high quality outcomes for children. Effective use was made of the differing experience, knowledge and skills of the staff team around the nursery. For example, sometimes staff moved with children from babies to the two-three playroom or onto the three-five playroom, so that the presence of a familiar adult supported smooth transitions for children and they felt secure. One child told us: "I love the ladies who care for me and all the fun activities they do with me."

Staff were deployed in a way that reflected the needs of children attending each day. Staff positioned themselves in the learning spaces both outdoors and inside to ensure they were aware of children's engagement and wellbeing. Staff breaks were planned to minimise impact on the children whilst enabling staff to rest and be refreshed. Staff also had protected time away from the playroom when they could focus on planning for children, including writing up their observations. This helped ensure children's experience of quality engagement with staff across the whole day was positive and that they were safe.

Staff believed that relationships were a strength of the service and perceived themselves as a strong team. One parent told us: "Everything is perfect at Treasure Trove Nursery, my child's needs are met. The nursery provides great learning opportunities and a supportive atmosphere for my child." Throughout the day, staff were flexible and supported each other to work as a team to benefit children. We particularly liked that mentors could also have a 'someone' to shadow as they learnt about the mentoring role, thus building on the skills and knowledge of the collective staff team.

We observed and spoke with staff who were passionate, skilled and experienced practitioners. Almost all staff on the day were committed to their professional development and reflected together on how this could impact positively on outcomes for children. They engaged extremely well with the inspection process taking on advice offered.

Staff provided lots of warm, caring interactions and were respectful towards children's ideas. They were proactive in sharing information with each other, and with families, to ensure continuity in children's care. This had helped create an inclusive staff ethos where children and families' contributions were valued and encouraged.

Staff caring for children were registered with the Scottish Social Services Council (SSSC). They are the regulatory body responsible for registering the social services workforce. They provide public protection by promoting high standards of conduct and practice and support the professional development of those registered with them. We concluded through our inspection, that there were effective, thriving relationships between staff, parents and children.

## Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at [www.careinspectorate.com](http://www.careinspectorate.com)



Detailed evaluations

How good is our care, play and learning?	6 - Excellent
1.1 Nurturing care and support	6 - Excellent
1.3 Play and learning	6 - Excellent
How good is our setting?	6 - Excellent
2.2 Children experience high quality facilities	6 - Excellent
How good is our leadership?	5 - Very Good
3.1 Quality assurance and improvement are led well	5 - Very Good
How good is our staff team?	5 - Very Good
4.3 Staff deployment	5 - Very Good

## To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and help services to improve. We also investigate complaints about care services and can take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

You can also read more about our work online at [www.careinspectorate.com](http://www.careinspectorate.com)

## Contact us

Care Inspectorate  
Compass House  
11 Riverside Drive  
Dundee  
DD1 4NY

[enquiries@careinspectorate.com](mailto:enquiries@careinspectorate.com)

0345 600 9527

Find us on Facebook

Twitter: @careinspect

## Other languages and formats

This report is available in other languages and formats on request.

Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànan eile ma nithear iartras.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿਚ ਉਪਲਬਧ ਹੈ।

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.