

# Summarised inspection findings

**Children's Hour Nursery**

West Dunbartonshire Council

19 August 2025

## Key contextual information

Children's Hour Nursery is located in Clydebank. It is part of the Bright Stars Nursery Group. The nursery is in partnership with West Dunbartonshire Council (WDC) to provide funded early education and childcare for eligible children. It is accommodated in a unit within a small shopping centre. One of its two playrooms is used by children under 30 months and one by children aged 30 months to five years. The adjacent outdoor area is used by all age groups. The nursery is registered for 30 children aged six months to five years attending at any one time, of whom no more than 12 can be under two years of age. There are currently 61 children attending each week. The nursery is staffed by a manager, two room supervisors, seven qualified practitioners and one trainee. The area manager from Bright Stars spends one day each week in the nursery. An early years support teacher from WDC visits once a week to offer support as part of the council's raising attainment strategy.

### 2.3 Learning, teaching and assessment

**very good**

This indicator focuses on ensuring high quality learning experience for young children. It highlights the importance of a very good understanding of child development and early learning pedagogy. Effective use is made of observation to inform future learning and identify the progress made. Children are involved in planning for their own learning. Together these ensure children's successes and achievements are maximised. The themes are:

- learning and engagement
- quality of interactions
- effective use of assessment
- planning, tracking and monitoring

- Children are happy, secure and highly engaged in their spontaneous play. Almost all concentrate for extended periods of time and many play collaboratively with other children. They show creativity, imagination and good problem-solving skills, for example when building obstacle courses or designing animal closures for their pretend zoo. Practitioners have created a relaxed environment, are supportive and demonstrate a strong understanding of children's rights.
- Almost all children behave very well. Those who find it difficult to regulate their emotions are very well supported by staff, who are all good role models. Staff are effective in encouraging children to manage feelings of anger or upset calmly.
- Practitioners have established very positive and nurturing relationships. Their interactions with children are warm, encouraging and unhurried. A majority of children approach adults to help them lead and extend their learning. Almost all practitioners show skill in using well-timed, open-ended questions and explanations to enrich children's learning. Practitioners ensure play spaces provide opportunities for authentic life experiences. This includes experience of foods and materials as well as loose parts play. They enrich learning significantly by making use of a wide range of facilities in the local community, including the local forest. This approach supports children to develop resilience and an understanding of the wider world.
- Practitioners use very effective assessment approaches to check that children are progressing securely through early level experiences and outcomes from Curriculum for Excellence. Practitioners observe children at play and keep notes of any significant learning. These observations are recorded in online learning journals and shared with parents. The manager meets regularly with each practitioner to plan targets and learning pathways for every child,

making effective use of assessment information. Robust assessment procedures enable all staff to track children's progress accurately over time. Where a child's progress is less than expected the manager works with practitioners to develop targeted interventions. Staff use data from learning trackers very effectively to confirm what learners need from the play environment and support from staff. However, they have recognised the need to use assessment information to plan increased challenge for a few children who require it.

- Practitioners plan termly, monthly and weekly. These plans for adult-initiated experiences link well to Curriculum for Excellence. Practitioners' planning takes very good account of children's interests. Practitioners continually review the balance between adult-initiated and child-centred planning to ensure that children's learning is consistently responsive to their ideas and needs. The manager and practitioners have correctly identified the need to record next steps which are identified for each child's learning.

## 2.1 Safeguarding and child protection

- The setting submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. At the time of the inspection, there were no identified areas for development.

### 3.2 Securing children's progress

very good

This indicator relates to the development and learning of babies, toddlers and young children. It requires clear understanding of early learning and development and pedagogy. It reflects the integrated way young children learn and the importance of experiences and development happening on an individual basis within a supportive, nurturing and stimulating environment. High quality early learning and childcare contributes significantly to enhancing children's progress and achievement as they grow and learn. It can benefit all children by closing the attainment gap and ensuring equity for all. It is about the holistic nature of development and learning ensuring these foundations are secure in order to achieve future attainment success. The themes are:

- progress in communication, early language, mathematics, and health and wellbeing
  - children's progress over time
  - overall quality of children's achievement
  - ensuring equity for all children
- 
- Children are making very good progress in communication and early language. Almost all listen well to adults and each other. Most communicate confidently using a wide range of vocabulary or signing. They enjoy sharing their thoughts and ideas with others. Children enjoy books and benefit from a set of 'core stories' which are read regularly. These familiar stories are used well, to enrich spoken language and to discuss features of books. Children make good use of information books to find out about dinosaurs. Many children can write their names and recognise letters. Practitioners should consider providing exemplars of writing to help children understand different types of texts.
  - In mathematics, children are making very good progress. They confidently explore capacity as they move sand and water into different sized containers. A majority of children use mathematical language in their play, for example comparing height and length at the construction area. They use mathematical equipment such as timers and balance scales to enhance their understanding of time and weight. They enjoy creating simple graphs to show which are their favourite animals and colours. Most children can count to ten and beyond and match numbers to sets of objects.
  - Children are making very good progress in health and wellbeing. They are developing resilience and physical skills as they climb and balance in forest school sessions. They are learning how to keep themselves safe using tools and exploring the extensive woodland. Children are developing their independence when dressing for outdoors and by serving themselves food and drink. They are learning about empathy, for example as they welcome 'Rosie', a new doll, to their setting. They include her and look after her as a new member of the nursery. Children share resources well and show consideration for their friends as they play.
  - Almost all children are making very good progress over time, appropriate to their stage of development. The manager and practitioners track attainment well and implement strategies to ensure children are fully supported in their learning. Practitioners are continuing to develop their skills in planning, observing and recording children's learning. This is helping to ensure that they have an accurate picture of children's progress, and the value added by nursery experiences.
  - Children are achieving widely in a range of areas. They are confident learners and contribute to local community events. They show responsibility as they care for their local woodland

and are learning to take care of minibeasts. The nursery encourages families to share children's wider achievements from home.

- The manager and practitioners know children and their families very well. They have a very clear understanding of the local community and where potential barriers to learning might arise. Staff address these proactively through individualised learning pathways and strong partnerships with families and agencies, supporting a culture of inclusion. The manager uses all the relevant information and data available to her, to ensure equity for all and to support children to make the best possible progress.

## Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.