

# Laurieston Day Nursery Day Care of Children

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Glasgow  
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**Type of inspection:**  
Unannounced

**Completed on:**  
7 October 2025

**Service provided by:**  
Glasgow City Council

**Service provider number:**  
SP2003003390

**Service no:**  
CS2006125288

## About the service

Laurieston Day Nursery is a service provided by Glasgow City Council and is located in the Gorbals area of Glasgow. The nursery is registered to provide care to a maximum of 24 children aged from three years to those not yet attending school, 20 children aged two to three years and nine children under two years. The service is situated close to local shops, public transport links and other amenities including a sports centre and library. At the time of the inspection 32 children were in attendance.

## About the inspection

This was an unannounced inspection which took place on 6 and 7 October 2025. 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 staff and management
- Spoke with children using the service
- Reviewed documents
- Observed practice, daily life and interactions
- Reviewed feedback from 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.

## Key messages

- Children were happy and settled in the service.
- Children had access to a wide range of toys and resources to support their play and learning.
- Staff would benefit from further support and training to strengthen the quality of interactions and engagement.
- The service engaged positively with families enabling a collaborative approach to meeting children's needs.
- Personal plans should be further developed to support children's progress and help meet their individual needs.
- To promote children's wellbeing, staff should develop their approach to responding to children's personal care needs.
- Children's safety was promoted through regular auditing of accidents and incidents.

## 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	3 - Satisfactory / Adequate

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

## Leadership 4 - Good

We made an evaluation of good for this key question, as several important strengths, when taken together, clearly outweighed areas for improvement.

### Leadership and management of staff and resources

The service communicated its values, vision, and aims through a permanent wall display, which included a clear message that children should learn in a happy, exciting, and diverse environment. These hopes were reflected in the curious, engaging, and welcoming spaces provided for children. While the values, vision, and aims remained relevant, the service acknowledged they had not been reviewed or updated for some time. We discussed the benefit of reviewing the service's values, vision, and aims with input from children, families, and staff. This would help to ensure that meet the changing needs of the children and families over time.

Children, families, and staff were involved in self-evaluation through methods such as questionnaires and floor books. Children contributed to improvements in the outdoor space, and their ideas and opinions helped shape positive changes. One parent told us, "I have been asked before about how I find the nursery and how my child is enjoying it," which reflected the service's commitment to gathering feedback. Staff were valued in the self-evaluation process and, through regular reflection, contributed to developments in areas such as planning processes and parent meetings. We encouraged the service to reflect on how feedback is used and shared to families to show their voices are valued and contribute to meaningful improvements.

An improvement plan was in place and had been used effectively to support positive changes. Notable progress included staff support for children with additional support needs, such as the introduction of communication passports and sensory profiles. Some areas, including children's observations and family engagement, had not progressed as expected. However, the service had clear plans and was actively supporting staff to develop these areas, which were expected to lead to further improvements in outcomes for children.

Auditing and monitoring processes were in place as part of the service's quality assurance systems. These included the tracking of accidents and incidents, which helped identify patterns and informed actions to address issues. We were reassured by aspects of the monitoring, where staff practice was regularly reviewed. This led to small but meaningful improvements that had the potential to improve the quality of care and experiences for children.

The service used the National Induction Resource to support new staff, providing a structured and reflective approach to induction. Staff shared that they felt well-supported by management and their mentors, and recent recruits spoke positively about their experience. They valued having a mentor and felt confident seeking support from any team member, contributing to a welcoming and collaborative environment. The induction process helped staff identify areas for personal development and reflect on their progress. This approach supported staff confidence and competence, contributing to a supportive team culture that benefited every child in the setting.

## Children play and learn 4 - Good

We made an evaluation of good for this key question, as several important strengths, when taken together, clearly outweighed areas for improvement.

### Playing, learning and developing

Children were observed having fun and engaging in their play, both indoors and outdoors. They were able to lead their own learning, with staff offering appropriate support when needed. Some staff used a range of effective language strategies for example, open-ended questioning, commenting, and revisiting earlier learning. This extended children's thinking and vocabulary. For example, during creative activities, children were encouraged to describe textures, share ideas, and reflect on their creations, supporting curiosity and expressive language.

Children benefited from a variety of real-life and natural resources that promoted curiosity, creativity, sensory exploration, and imaginative play. Items such as clocks, a sewing machine, real tools, scales, and teapots enriched the learning environment and supported meaningful, hands-on experiences. These play opportunities also supported the development of language, thinking skills, and confidence. One parent commented, "My child loves the mix of messy play, sensory items and outdoor play". Risky play outdoors was supported, with staff providing supervision and encouragement, helping children to safely challenge themselves and build physical skills, problem-solving abilities, and teamwork.

In some areas of the setting, the quality of interactions and responsiveness to children's needs was less consistent. We observed missed opportunities for meaningful interactions, which impacted the quality of children's play and learning experiences. Opportunities to extend children's language and numeracy were not always taken, and some children experienced periods without meaningful interaction. We discussed with management that staff would benefit from further support and training to strengthen their observation, engagement and understanding of theory. This would help ensure all children experience consistently high-quality interactions that promote their learning and development. An area for improvement has been identified in relation to this (see area for improvement 1).

Planning was in place and linked to children's interests, supporting meaningful learning experiences. Evaluations of planning helped staff identify which experiences captured children's attention and where learning could be extended. Observations were recorded and linked to relevant frameworks and guidance, such as Curriculum for Excellence and pre-early level milestones. While observations were being captured, they lacked depth in identifying children's developing skills, knowledge, achievements and learning progression. Children's voices and next steps were not consistently evident. We discussed with management the importance of focusing on the quality of observations rather than quantity. Strengthening this aspect would better support children's progress and inform future planning and experiences.

## Areas for improvement

1. To support high-quality play and learning, the manager and provider should ensure staff access and apply relevant training.

This should include, but not be limited to, deepening understanding of child development, theory, and practice including making quality observations, assessing progress, and using this to inform planning.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS): "I experience high quality care and support based on relevant evidence, guidance and best practice." (HSCS 4.11)

## Children are supported to achieve 3 - Satisfactory / Adequate

We evaluated this key question as adequate. While the strengths had a positive impact, key areas needed to improve.

### Nurturing care and support

Children were cared for by staff who were warm and kind. Some staff showed a good understanding of individual needs, and offered comfort and reassurance when children were upset. These interactions supported children's emotional wellbeing and helped them feel safe and valued. However, there were occasions where staff did not respond promptly to children's needs. For example, one inspector had to intervene to highlight a child needing a nappy change and a child with a visible bump on their head. These missed observations affected children's comfort, safety, and wellbeing. Personal care was carried out in areas that felt cold, and the cleanliness of the changing space was not maintained to a standard that supports children's wellbeing. This impacted children's sense of dignity and comfort. We discussed with the manager and provider the importance of staff remaining consistently attentive and responsive to children's needs, and ensuring that personal care is delivered in a clean, warm, and respectful environment to support positive outcomes for children. We have therefore made an area for improvement in relation to this (see area for improvement 2).

Mealtimes were observed across the setting and staff were respectful of children's dietary and cultural preferences, helping children feel safe, included, and valued. On both days, children were offered a variety of food and encouraged to make healthy choices. Interactions were warm and supportive, with staff sitting alongside children and offering help where needed. Children who were more independent were gently encouraged to feed themselves, promoting confidence and self-help skills. In some areas, mealtimes were less relaxed. Although children were able to make choices, staff were more task-focused, which led to missed opportunities to engage in meaningful conversations and extend children's learning. A more relaxed and responsive approach would support children's social development and language skills during mealtimes.

Children's individual sleep routines were well supported, with staff creating calm and comforting environments using personal bedding and gentle reassurance. This helped children feel secure and meet their rest needs, contributing positively to their overall wellbeing. In addition to sleep spaces, children had access to areas for rest and relaxation, such as a safe space den and a covered book area.

These calm environments supported children who were feeling overwhelmed or simply needed quiet time, helping to promote emotional wellbeing, self-regulation, and a sense of safety within the setting.

The service gathered relevant information from parents to help develop personal plans for children, including details about medical conditions, food preferences, and personal care routines. However, we found that staff did not consistently use this information to plan for meeting children's individual needs. Where children faced particular challenges, personal plans were more detailed, with clear strategies and progress tracking in place. The setting should further develop personal plans to ensure they clearly outline how each child's needs will be met. Plans should be regularly reviewed, with achievements, progress, and future needs recorded in collaboration with parents.

Relationships with families were important to the setting, and staff worked hard to build and maintain positive connections. Parents shared, "The staff are welcoming and accommodating to any of your needs. They are approachable and trustworthy" and "They go above and beyond to make parents feel welcome and involved." This was clear through stay-and-play sessions tailored to suit different family circumstances, the creation of a new parents' committee, and regular family nights. The service had access to a family engagement officer who supported families and shared information about local clubs and events. These included wellbeing walks, mindfulness sessions for families and children, and library activities, aimed at promoting family wellbeing and community involvement.

### Areas for improvement

1. To ensure children's individual care needs are consistently met, the provider and manager should improve the quality of personal care routines.

This should include but not be limited to ensuring staff are attentive and responsive to children's physical and emotional needs, and that changing areas are clean, warm, and respectful environments.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS):

"If I require personal care, this is carried out in a dignified way, with my privacy respected." (HSCS 1.4)

"I experience stability in my care and support from people who know my needs, choices and wishes, even if there are changes in the service or organisation." (HSCS 4.11)

### 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
Children play and learn	4 - Good
Playing, learning and developing	4 - Good
Children are supported to achieve	3 - Satisfactory / Adequate
Nurturing care and support	3 - Satisfactory / Adequate



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