

Linthaugh Nursery School Day Care of Children

533 Crookston Road
Glasgow
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Type of inspection:
Unannounced

Completed on:
23 October 2025

Service provided by:
Glasgow City Council

Service provider number:
SP2003003390

Service no:
CS2003014903

About the service

Linthaugh Nursery School is a day care of children service located in the Pollok area of Glasgow. The service is provided by Glasgow City Council and is registered to provide a care service to a maximum of 100 children, of whom 80 children are aged three years to not yet attending primary school and 20 children are aged two to under three years.

At the time of inspection 68 children were present.

The service operates from a purpose built single storey building. Children have access to spacious playrooms and several secure outdoor play areas. The service is located close to local amenities such as, parks and schools.

About the inspection

This was an unannounced inspection which took place on 22 and 23 October 2025. The inspection was carried out by three 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
- spoke with staff and management
- reviewed electronic feedback from 12 families
- observed practice and daily life
- reviewed documents
- assessed core assurances.

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 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 nurtured, deeply engaged in quality experiences and having fun.
- Staff knew children well and responded to their individual needs with kindness and respect.
- Rich family engagement opportunities supported strong relationships within the service.
- Children of all ages had daily opportunities to access quality outdoor play experiences.
- Quality assurance, self-evaluation and improvement planning were meaningful and having a positive impact on outcomes for children and families.
- Management and staff were committed to ensuring they were a highly skilled and confident team who worked well together to provide positive outcomes for children and families.

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

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.

Quality indicator: Leadership and management of staff and resources

Leaders and staff shared a strong vision focused on improvement and positive outcomes for all. The vision, values and aims had originally been developed in partnership with families to create a shared and meaningful vision of what was important to the setting. We found the main aim of supporting children to be the best they can be through working with families and the community, was reflected in practice and embedded in the culture of the setting. This supported high quality care and learning experiences for all children.

Ongoing self-evaluation was taking place against national frameworks and guidance. This provided opportunities for staff to reflect on practice and enabled the setting to identify meaningful areas for development and create clear priorities for improvement. The pace of change was carefully considered, ensuring all staff were included and contributed to the improvement journey together. This allowed for meaningful reflection, deeper engagement with improvement priorities and sustained progress over time.

A collaborative approach to self-evaluation meant children and families were encouraged to help shape the service. Feedback from families was routinely gathered and used to inform planning, with parents actively engaged in ongoing consultation. One parent commented, "we are always asked by staff on ways we could improve the service and I always feel listened to". This strengthened the quality culture and ensured the service remained responsive to community needs.

Leadership was encouraged at all levels, creating a culture where staff felt included, empowered and valued. They had opportunities to lead change, which resulted in positive outcomes for children and families. For example, one member of staff had participated in Stramash outdoor training and had used their learning to identify improvements to children's outdoor learning experience and the outdoor environment. This had led to the team working together to make positive changes outdoors. As a result children had access to spaces that were thoughtfully resourced and staff that skilfully supported their learning, development and wellbeing. Staff were proud of what they had achieved and told us, "our outdoor area is looking great and the children love it".

Quality assurance systems and processes were well established. This supported ongoing monitoring and auditing of key aspects of the service such as, personal plans, medication and accidents. This was having a positive impact on outcomes for children as information gathered was used to inform change. This supported consistency in the care children received and positively contributed to their health and wellbeing needs being met.

The manager understood the importance of building and sustaining a professional team. Clear processes were in place to support the induction and mentoring of new staff, students and cover staff. The service made use of the national induction resource to ensure staff were equipped with the skills they needed to provide quality care to children. Strong leadership was shown from the manager who had high aspirations and led by example. This supported staff confidence and wellbeing to deliver positive outcomes for children.

Children play and learn **5 - Very Good**

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.

Quality indicator: Playing, learning and developing

Children experienced a rich, enabling environment where their right to play was fully realised. They demonstrated high levels of engagement and motivation across a variety of play experiences. The service was thoughtfully designed and resourced to spark curiosity, imagination and creativity. This supported children's confidence in exploring and adapting play spaces, that promoted their independence and ownership of their learning.

Children of all ages had daily opportunities to play and learn outdoors. Staff had used 'loose parts' materials, such as tyres, planks of wood, cable reels and ropes to create a dynamic and challenging play space where children could engage safely in risky play. This contributed to children's physical development and movement, and positively impacted on their self-confidence and wellbeing. Children were having lots of fun playing together outdoors, swinging in hammocks, riding down ramps on wheeled toys and using real food to support imaginative play in the mud kitchen. This supported deep friendships between children and sustained their engagement in their play and learning for prolonged periods of time. Parents valued the outdoor experiences their children were involved in and told us, "The staff really encourage the children to be outdoors. Our [child] comes back from nursery filthy. It's how we know they have had the best day" and "my child loves the outdoors and it's great they get to play and experience all types of weathers".

Children's developmental progress within language, literacy and numeracy featured strongly within the work of the setting. Staff had designated champion roles and had worked hard to ensure opportunities for children were threaded throughout the environment and embedded in staff practice. For example, we observed stories being read in different play areas indoors and outdoors, singing happened spontaneously and as part of the daily routine and staff used mathematical language such as, empty, full, more and less whilst children were filling containers with water. Children's skills were further enhanced through small focussed maths and literacy groups. The setting tracked and assessed children's progress and found approaches were positively contributing to children's attainment in these areas.

Children experienced a balance of planned and spontaneous high-quality play and learning opportunities. Staff used observations, information from developmental trackers, parents suggestions and children's ideas to plan for their learning. This ensured learning was meaningful for children, and based on their stage of development. Staff were highly responsive to children's interests and skilfully used a balance of comments and questions to extend learning. This encouraged children's problem solving skills and sustained their interest and motivation in their play and learning.

Children's play, learning and development was enriched through strong connections to the local and wider community. The children had been visiting their elderly friends in the nearby nursing home, sharing stories and songs, and children from the local primary schools had visited the nursery to participate in a creativity session. This supported children to form positive relationships and engage in shared learning with a range of people from their local community.

The service had previously used the online platform Seesaw to share information of children's learning and development with parents. This was no longer in use, and at the time of inspection children's learning was mainly being shared with families through daily conversations and monthly consultations. Most parents shared with us, they would like an online platform reinstated. One parent commented, "It would be great to

see the start up of an app or programme similar to Seesaw to enable parents to gain insight as to what their child has been learning and experiencing". We discussed this with the manager and provider, and the provider confirmed they had secured another online platform which would be implemented soon. We agreed this would support families to be further involved and included in their children's learning and nursery life.

Children are supported to achieve 5 - Very Good

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.

Quality indicator: Children are supported to achieve

Children were consistently supported with caring, nurturing and respectful interactions that supported their wellbeing. Staff recognised how important it was to support children during transitions and understood each child's experience could be different. Children received cuddles, reassurance and care from staff that knew them well. This fostered secure attachments between staff and children.

Staff shared a strong commitment to nurturing, care and support and used a variety of ways to ensure children's wellbeing was consistently supported. Approaches included, feelings walls with children's photos and PATHs sessions (promoting alternative thinking strategies). This encouraged children to identify and talk about their feelings with others and equipped them with strategies to support their emotional regulation. This contributed to a strong sense of emotional safety and wellbeing for children.

Overall mealtimes were relaxed, unhurried and a positive experience for children. At the time of inspection the service were trialling new lunch routines for children. We recognised this was new for staff and children and understood it would take time for routines to be fully embedded. We suggested improvements could be made around the length of time some children waited for lunch, and adult's approach to tasks to ensure they were available to sit with children for longer periods of time. We discussed this with managers and they told us they had identified this through monitoring lunches as part of their quality assurance processes. The manager shared plans were in place to continue to review and develop children's lunch experience. We were satisfied plans in place would support improvement and contribute to a quality meal time experience for all children.

Children's wellbeing and development was supported through strong personal planning. Staff worked closely with families to capture key information about children's individual needs, set personal targets and to review plans to ensure information was relevant to reflect children's most current needs. Most parents commented positively on their involvement with personal planning and shared with us, "at every stage we are involved and it's all personal to our little ones needs, but also us a family" and "my child's keyworker regularly meets with me to go through her care plan". This ensured children's needs were consistently met through times of change and helped parents feel valued and respected.

Children and families were at the heart of the service. Home visits prior to children starting played a significant role in building early relationships and easing transitions. Staff took time to get to know children and their families well. Connections were strengthened through meaningful family engagement opportunities such as, stay and play sessions, bookbug story/song sessions and parent, coffee get togethers. This supported parents to feel valued and contributed to trusting relationships between them and staff. All parents spoke positively about staff. Some comments included:

"Staff are a credit to the nursery! I am an anxious parent and I feel completely at ease leaving my child in all staff's care".

"My child has formed amazing bonds with the staff in their room, especially their keyworker. I know my child feels safe as they are happy to leave me".

"My child loves coming to nursery and always talks about the staff and how much they love them".

"Linthaugh Nursery is overall a fantastic nursery! I trust them fully to engage, nurture, teach and care for my child, as if my child were their own".

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
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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