

Woodside Nursery School Day Care of Children

445 St George's Road
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:
CS2003014952

About the service

Woodside Nursery School is a daycare of children service situated within the west end area of Glasgow. Children are cared for across two main playrooms and can access a small dining space. Children also had access to secure outdoor areas which contained a fire pit area.

It is registered to provide a care service to a maximum of 60 children, aged three years to those not yet attending primary school. The service is located close to local shops, amenities, green spaces, and transport links. 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.

About the inspection

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 families of the children using the service;
- spoke with staff and management;
- reviewed 25 completed questionnaires from staff and families;
- assessed core assurances, including the physical environment;
- observed practice and daily life;
- reviewed documents.

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.

Key messages

- Staff knew children well and supported their needs effectively.
- Strong relationships were built with families, professionals, and the community.
- Children benefitted from a range of local play and learning opportunities in their local community.
- The nursery's vision, values, and aims were developed collaboratively with children, families, and staff.
- Daily routines should be reviewed to better support children's choices, independence, and rights.
- Quality assurance processes need strengthening to improve outcomes for children.
- Planning approaches should be enhanced to better reflect children's interests and show progress.

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	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.

The service developed a new vision, values, and aims in partnership with children, families, and staff, reflecting strong relationships and support for children's development, particularly in language skills. Children helped design a logo, promoting inclusion and ownership. Families praised the service's impact, with one parent noting: "My child has had lots of opportunities to develop literacy skills. They've become more confident and independent, made friends, and their language has improved". We concluded that the collaborative approach helped create a consistent and inclusive environment, where children's language development and a strong sense of community were prioritised in response to family needs. However, shared how children's voices could have been strengthened by involving them more directly in shaping the statements, to ensure their ideas and experiences were fully reflected.

Staff took part in regular self-evaluation during meetings and professional development days. They reflected on key areas of practice and agreed on actions for improvement. This included revisiting the service's vision and values, and reintroducing programmes that strengthened parental partnerships such as transitions, library visits, and outdoor learning experiences in natural environments. Staff were reviewing environments to further support literacy, numeracy, and wellbeing. This reflective approach supported everyone to work towards the same goals to provide high-quality care, play, and learning for children and families.

The head teacher was visible and approachable, and staff told us they felt well supported. This helped maintain a connection with daily practice and encouraged staff to share ideas. While informal monitoring took place, formal quality assurance needed further development to identify and act on improvements in areas such as play and learning, daily routines, and personal planning. The head teacher and management team had recognised this through the improvement planning cycle. We were satisfied the head teacher would take this forward with staff to ensure timely, effective changes that improve outcomes for children.

An improvement plan was in place and linked to local and national priorities. Staff used self-evaluation tools and told us they felt confident suggesting changes. One person said: "The whole team is involved in the improvement plan. We all have input at professional development days and staff meetings". Additionally, staff engaged well with the inspection process, welcomed feedback, and showed insight. We concluded the approach supported staff to feel valued and able to inform positive change.

The service benefitted from a long-standing team who were deployed to meet children's needs. Staff had protected time to support programmes that strengthened family partnerships and built strong community links. For example, during the inspection, a staff member visited the local primary school to build relationships and support children's development and transition. We concluded that staff deployment during these times positively supported the wellbeing and development of children and families.

Staff took part in professional review meetings with the head teacher reflecting on wellbeing, development, and leadership. Staff were eager to lead in areas they were passionate about, such as science, technology,

engineering, mathematics, and outdoor learning. These opportunities supported shared ownership and had begun to improve outcomes for children and families.

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.

For most of the day, children accessed a wide range of resources across two main play spaces, supporting their choices, and right to play. Staff facilitated experiences that were developmentally appropriate and responsive to children's needs. During free play, staff used songs and conversations to extend children's language and numeracy. For example, they gave children time to respond and turn take during interactions. However, at times, the routine and structure of the day limited children's autonomy. Large group activities, such as adult-led stories and songs before lunch, followed by lining up and sitting at assigned tables, restricted choice and did not fully uphold children's rights. We discussed how a more flexible, child-led approach to transitions and group times would better support independence, agency, and wellbeing. Management agreed to review their routines with staff to ensure they are fully supporting children's choices and rights.

Children had access to three secure outdoor areas and were regularly invited to play outside. The head teacher explained that free-flow access was not possible due to the building layout and safety concerns. However, staff made sure outdoor play was a consistent part of the daily routine. During our visit, we observed children were actively engaged in enjoyable outdoor experiences that supported their physical development, curiosity, and language skills. Activities included gardening, swinging in hammocks, and imaginative play inspired by stories. Most families who provided feedback responded "always" to the statement: "My child has the opportunity to play outdoors". We concluded outdoor play had a positive impact on children's wellbeing and learning.

We reviewed evidence that children had regular opportunities to explore the wider community, including visits to local parks, the library, and green spaces. Families commented positively on children's experience beyond the setting. One person said, "My child has enjoyed wonderful experiences like trips to Lidl supermarket, the beach, and forest walks. These outings help him learn and explore in a fun way". These experiences had potential to enrich their learning and support their connection to the local community.

Staff were in an observation phase of planning, with termly plans to be developed after the first term. While this supported children time to settle into the setting, the lack of recorded planning meant children's interests were not consistently captured to inform a child-centred approach. Paper learning journals were in place and included photos linked to curriculum outcomes. However, lacked depth and did not consistently celebrate achievements or support next steps in learning and development. Records of children's learning demonstrated that they had access to a wide range of experiences. Observations of children's play and learning could be further strengthened by incorporating children's particular interests and next steps in learning. This would support staff to track children's progress in 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.

Staff were nurturing and responded sensitively to children's needs. They knew the children well and had built trusting relationships. Children approached staff for comfort and reassurance. Families who provided feedback commented positively on their children's care. One person said, "My child is very happy and confident at the nursery. The teachers are loving, patient and supportive". This supported children to feel safe and nurtured.

Settling-in procedures were carefully planned and tailored to each child and family. Strong transition programmes were embedded and supported children moving on to school. This supported children's wellbeing, overall development and progress.

Personal plans included information to support children's care and development. Staff worked closely with families to gather relevant insights, and most plans reflected children's individual needs. Some included helpful strategies, though others needed clearer updates to reflect staff knowledge of children. We discussed how this could cause confusion for new or covering staff, and how better recording within plans could improve consistency.

Lunches and snacks were nutritious, and staff managed dietary needs and allergies well. A small group of children helped set up the lunch area with tablecloths, flowers, and cutlery. This created a calm, respectful environment for all children and was a positive step in supporting some children's independence. Staff sat with children to encourage social interactions. However, children were served large portions by staff rather than self-serving, which limited their independence. Handwashing routines at mealtimes needed improvement. Staff did not consistently wash hands when serving or clearing, and children were often encouraged to use hand sanitiser instead of using running water and soap. Improving self-serving and hygiene practices would better support children's independence, wellbeing, and health.

Overall, personal care was carried out respectfully, supporting children's privacy and dignity. Children had access to bathrooms and a private changing area. However, some personal care followed nursery routines rather than individual needs, with children directed to use the bathroom at set times. This did not fully support their right to play or respond to personal cues. We share this with the management and suggested they incorporate this when reflecting on their daily routines.

Families were warmly welcomed at drop-off and pick-up times, and staff took time to share meaningful updates about children's wellbeing. Families were actively involved in activities like Forest Schools, stay-and-play sessions, and library visits, helping build trust and strong partnerships. This inclusive approach helped children and families feel safe, valued, and nurtured creating a strong foundation for children to thrive.

Almost all parents spoke positively about their relationships with staff and the communication they received. The nursery used a range of methods to keep families informed, including wall displays, newsletters, social media, and verbal updates. One person said, "I have developed a strong relationship with

the staff. They are approachable and always eager to communicate about my child's progress and any concerns I may have". We concluded this approach supported parents to feel well informed and supported positive attachments.

Staff worked well with other professionals, including health visitors, schools, and speech and language therapists to support children and families. They also worked effectively with the English as an additional language teacher to support children's language development. This collaborative approach supported everyone to work toward the same goals for children to reach their full potential.

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 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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