

# St Francis Primary School Nursery Class Day Care of Children

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Glasgow  
G5 0PA

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**Type of inspection:**  
Unannounced

**Completed on:**  
28 October 2025

**Service provided by:**  
Glasgow City Council

**Service provider number:**  
SP2003003390

**Service no:**  
CS2006120174

## About the service

St Francis Primary School Nursery Class is registered to provide a care service to a maximum of 40 children. At the time of inspection there were 22 children attending in the morning and 17 children in the afternoon.

The service is situated within St Francis Primary School in the Gorbals area of Glasgow. Children using the service have access to two playrooms, and an outdoor play space. It is close to shops, local amenities and public transport routes.

## About the inspection

This was an unannounced inspection which took place on 27 and 28 October 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 and their families
- spoke with staff and management
- assessed core assurances, including the physical environment
- observed practice and daily life
- reviewed documents.

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 service is operating legally. At the time of this inspection, no improvements were identified relating to core assurances.

During this inspection we 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, confident and settled.
- Children were well supported by staff who knew them and their needs very well.
- Staff worked well together to meet children's needs.
- Children experienced a nutritious, supportive, and nurturing lunch time.
- Quality assurance, self-evaluation and improvement planning were meaningful and having a positive impact on the outcomes for children and families.
- Children required greater access to toys that support their curiosity and imagination.

## 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	4 - 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

The service had clearly defined vision, values and aims. These were communicated through the nursery handbook, website, and environment. The vision of a nurturing, loving and inclusive ethos was consistently reflected in daily practice, contributing to children experiencing a nurturing and well-led service.

Management demonstrated strong leadership and a clear commitment to continuous improvement. All staff were included through in service days, staff meetings and visits to other establishments. This created an environment that encouraged staff to feel confident to contribute and participate when making improvements. The team reflected well to identify environmental changes needed to support children's individual needs. Highly effective use had been made of the evidence gathered. This informed the development of a structured procedure with clear expectations to promote continuous improvement. This plan was currently being implemented and staff were keen to make progress, demonstrating this was an appropriate pace of change. Success and achievement for all children and high quality learning through play were central to the plan. One improvement priority focused on making experiences, interactions and learning for children more consistent. This was progressing and supported children to feel secure and engage confidently in their learning.

A quality assurance calendar supported ongoing monitoring and evaluation. Measures of impact of the new tracker system and the digital learning app were scheduled. Environmental audits, for example, health and safety, child protection and infection control procedures were carried out. This helped drive continuous improvement and ensure children received a safe, high quality, learning environment.

Practice was informed by national policy such as, Nurturing my Potential, Realising the Ambition and the United Nations Convention on the Rights of the Child. Staff had used learning from these documents to improve the quality of children's experiences. For example, children were encouraged to talk about their emotions and their feelings, supporting positive wellbeing. Management were aware of the new Quality Improvement Framework and planned to integrate this into their improvement processes. This approach supported staff to deliver nurturing and responsive care to meet children's individual needs.

## Children play and learn 4 - Good

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.

### Playing, learning and developing

Children were engaged in play and having fun. They moved between two playrooms and throughout the session were given opportunities to go outside. Children could choose to return indoors when they wished. Staff were looking to move to a free flow access to the outdoors. We agreed that this would enhance children's choice and independence.

Outdoor learning experiences were promoting children's physical health by offering opportunities for active play. These included bikes, stepping stones, a mud kitchen, sand and water play. Children were supported and encouraged with cycling and to balance, which enhanced their confidence. We discussed the benefits of adding more resources that encourage exploration, curiosity and imagination outdoors. This could widen children's opportunities to be creative and curious about their world.

Interactions were warm, respectful, and responsive. Staff listened attentively and engaged in meaningful conversations, helping children feel valued and secure. Sometimes staff used questioning to extend thinking, encouraging children to explore and explain their ideas. Some experiences were interrupted as staff were regularly answering the door. The door buzzer had been broken for some time, despite having been reported by the management team. We shared that more consideration to staff deployment around times of staff tea breaks and children's arrival and departure should be given. This could ensure that children were consistently supported to learn and develop during play.

Staff understood children's verbal and non-verbal communication. This supported them to judge when to step in or when to observe, particularly for children with additional needs. This helped staff to interact sensitively and supported all children to be included in the play environment.

Children enjoyed opportunities to develop their language, literacy and numeracy skills. Staff were encouraging and prompted children with mark making. A book and rhyme of the month and an alphabet game sparked meaningful conversations during lunchtime. There were some displays of numeracy and literacy in each room. This could be enhanced to support a high quality rich environment. Further resources could include, inviting, comfy spaces for children to explore and enjoy texts and a range of texts for free play. For example menus in the home corner and maps in the block area. This would support children's learning and development.

Planning was child centred and planned in partnership with parents. Children's likes and interests were observed and discussed. Learning intentions and photographs of learning taking place were shared via a digital app, and next steps for learning recorded. Parents commented and in return, shared home experiences. One parent told us "They always tell me the progress of my child, what plans they are using so I will use same in the house, I also let them know what strategy I use and they can use this at the nursery as well." This ensured continuity for children's learning. Staff and management were looking to reintroduce floor books to record learning. We agreed that this was a good idea as it would provide an opportunity for children to record their voices. This would ensure children were active participants in their learning.

Children's achievements were celebrated in the moment and through conversations with families. This was both in person when collecting their child and via a digital app. Staff were strengthening this by updating their achievement wall. This meant children's learning was celebrated.

## 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: Nurturing care and support.

All staff shared that relationships were very important to the school and nursery. This was seen in practice as we observed warm, caring, and nurturing approaches used by staff to build positive relationships with children and families. Parents agreed, one told us "We like everything about the nursery the caring teachers, the friendly atmosphere and the environment. My child is always happy and really enjoys coming here." Staff knew children well and were attentive to their individual needs, offering comfort and reassurance when required. This supported children's wellbeing and development.

Children's rights were respected and integrated into daily practice. Staff sensitively intervened when children needed support to take turns and share. They chatted with children, acknowledging how they were feeling and shared when it would be their turn. This encouraged children to talk about their emotions and feelings to support their wellbeing. Another child asked if their lunch was Halal and staff responded sensitively and with reassurance. This demonstrated respect for children and made them feel valued.

Children's wellbeing was supported through effective personal planning. Plans were created in partnership with families ensuring they were central to any decisions made in relation to children's care. Plans recorded children's preferences, routines, likes and dislikes. Where children required extra support, detailed strategies were recorded, helping staff to deliver responsive and consistent care to children. Some children required more information in their plan to extend and challenge their learning. This had been identified through self-evaluation and was being addressed by management to ensure a consistent approach to children's wellbeing and learning.

Staff were committed to keeping children safe. They carried out regular head counts and encouraged children to keep themselves safe. Children were supported and encouraged to assess and respond to risks within their environment. They had learned how to move themselves and resources safely, demonstrating a strong sense of responsibility and confidence. Individual risk assessments were used effectively to ensure all children could participate in the play environment. All staff had completed child protection training and understood their responsibilities. This all contributed to a safe environment for 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

Leadership	5 - Very Good
Leadership and management of staff and resources	5 - Very Good
Children play and learn	4 - Good
Playing, learning and developing	4 - Good
Children are supported to achieve	5 - Very Good
Nurturing care and support	5 - Very Good

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