

Royston Nursery School Day Care of Children

40 Royston Road
Glasgow
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Type of inspection:
Unannounced

Completed on:
12 November 2025

Service provided by:
Glasgow City Council

Service provider number:
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Service no:
CS2003014927

About the service

Royston Nursery School is provided by Glasgow City Council. The nursery is registered to provide a care service to a maximum of 70 children aged from three years, to those not yet attending primary school.

At the time of inspection 57 children were in attendance.

The service is located in the north of Glasgow, close to local amenities such as shops, parks and schools. The children are accommodated within four playrooms. All playrooms have access to spacious outdoor areas.

About the inspection

This was an unannounced inspection which took place on Tuesday 11 and Wednesday 12 November 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 children using the service
- spoke with staff and management
- observed practice and daily life
- reviewed documents
- received electronic feedback from 14 parent/carers.

Key messages

- Sector leading leadership of staff and resources supported all children to reach their full potential.
- The service promoted an ethos of care respect and inclusion.
- Staff knew children and families well, and provided the support and care they required in a kind and nurturing way.
- Children were supported in their play and learning through their daily experiences, leading to outstandingly high outcomes for children.
- Quality assurance and improvement processes were inclusive of staff, 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	6 - Excellent
Children play and learn	6 - Excellent
Children are supported to achieve	5 - Very Good

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

Leadership 6 - Excellent

We evaluated this quality indicator as excellent, where aspects of performance were outstanding and sector leading.

Quality indicator: Leadership and management of staff and resources

The service's vision, values, and aims were developed collaboratively with staff, children, and families, ensuring that the interests of the child were placed firmly at the centre. These clearly articulated aspirations, reflected the ethos of the service and were fully embedded in practice. Highly effective communication ensured that staff, children and families shared a clear understanding and actively contributed to achieving these aims.

Children, families, and staff were meaningfully involved in self-evaluation, which was central to driving continuous improvement. There was strong and consistent alignment between practice and the United Nations Convention on the Rights of the Child (UNCRC). Children's rights were promoted and respected through daily interactions and visual displays, reinforcing their importance for both staff and families.

An ambitious improvement plan, developed in partnership with staff, guided ongoing development and reflected the needs of the service. We observed significant progress in key areas, including enhanced parental engagement through workshops and family sessions, and staff training in the 'Literacy for All programme.' This ensured that children and families were given the support they needed to thrive.

Robust quality assurance processes, including auditing and monitoring of medication, personal plans, and accident records, were firmly in place. They helped staff to identify what was going well and when changes were needed to improve experiences for children. An innovative approach to involving parents in observing the quality of children's experiences provided useful insight into the quality of children's care and support. Parents had provided feedback on experiences such as snack and play and their views were valued, considered and acted upon. Peer observations and cross-service collaboration further strengthened staff practice. This inclusive approach contributed to consistently high outcomes for children and families.

Children and families' views were consistently gathered and used to inform service developments, including transitions and resource planning. Children contributed their thoughts through unique area audits. This created a formal approach for children to provide feedback in a positive way that impacted on changes to the nursery environment. This inspirational approach ensured children's voices shaped improvements.

Staff demonstrated strong leadership through champion roles and focus groups, working alongside parents to develop areas such as outdoor learning, literacy, and parental engagement. They spoke confidently and passionately about the positive impact of these roles on children and families. Knowledge gained through leadership roles was effectively cascaded to colleagues, ensuring continuity and high-quality experiences for all children.

The service played a leading role within the wider learning community, actively participating in and hosting events that promoted excellence. Initiatives included a taster programme for young people from local schools, which successfully increased understanding of careers in early years and had a positive impact on participants' confidence and skills. The service also led on transition work and delivered Science,

Technology, Engineering, Art and Mathematics (STEAM) workshops, sharing expertise to support other settings in achieving positive outcomes for children.

This highly collaborative, reflective, and innovative approach demonstrates sector-leading practice. The service's commitment to continuous improvement, strong leadership, and meaningful engagement with children and families ensured consistently excellent experiences and outcomes.

Children play and learn 6 – Excellent

We evaluated this quality indicator as excellent, where aspects of performance were outstanding and sector leading.

Quality Indicator: Playing, learning and developing

All children made exceptional progress in their learning through rich and engaging play experiences. They participated in a wide range of stimulating and challenging opportunities, sustaining interest and enjoyment for extended periods. Creative and enabling environments empowered children to make informed choices, leading their own play and learning.

Staff demonstrated a deep understanding of how children learn and develop. Through skilful, child-led interactions and developmentally appropriate questioning, they enhanced and extended children's thinking. Staff valued exploration and conversation as tools for building vocabulary and deepening understanding. Children regularly developed problem-solving and critical thinking skills through imaginative play, storytelling, and activities such as programming robots, large-scale construction, and puzzles. These experiences allowed children to practice new skills and consolidate learning in meaningful ways.

We observed staff supporting children to learn at their own pace, ensuring play remained enjoyable and responsive to individual needs. Sensitivity to verbal and non-verbal cues enabled staff to judge when to intervene and when to observe, promoting emotional wellbeing. Across indoor and outdoor spaces, staff provided opportunities to extend thinking without overly directing play. For example, play with dolls in the home corner evolved into storytelling in the book corner, with staff scaffolding and enriching the experience to foster autonomy and creativity. It was inspiring to observe children naturally leading their play and learning in this way.

Planning for play focused on identifying appropriate provocations indoors and outdoors, supporting children's ownership and leadership. Parents were actively involved in learning plans, setting targets collaboratively with key workers and celebrating progress. Families agreed and one parent commented, "Each term, I complete my child's learning and development plan alongside their key worker to ensure my child's needs are met and understood. This also allows us to make targets for the kids and they then work on this throughout the term and we are then invited in to see their hard work which is very rewarding."

Observation and tracking systems captured children's interests and supported progression. Staff held champion roles to enhance learning, including an 'English as an Additional Language' (EAL) champion for language development and a 'Philosophy with Friends' champion to promote critical thinking and understanding of the world. This supported children to develop and to achieve positive outcomes

The setting's work in play was sector-leading. Initiatives such as using observation to support EAL through

imaginative play were published in the Early Education Journal. Staff shared best practices on transitions at community forums and contributed to national conferences on STEAM, self-evaluation, and improvement frameworks. These achievements reflected a deep professional understanding and a commitment to sector-wide improvement. The very high standards observed were sustainable, and we are confident this approach will continue.

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

Staff demonstrated a warm, caring, and nurturing approach in their interactions with children. They knew children well and responded attentively to their needs, providing comfort and reassurance when required. One parent stated, 'I value my child's nursery because the staff team and management have established a welcoming and nurturing culture and environment. They are genuinely committed to supporting my child's learning and development, as well as our wider family.'

Personal care routines were carried out respectfully and discreetly, with staff seeking consent and promoting privacy and dignity. The nursery environment was inclusive, calm, and well-considered, incorporating cosy areas and a multi-purpose room that enabled children to rest and relax. The overall atmosphere was warm and welcoming, fostering a strong sense of care and belonging.

Mealtimes were observed to be relaxed and sociable. Staff catered for individual dietary requirements and promoted independence through self-service practices. We discussed with management that minor adjustments to the lunchtime routine could further enhance opportunities for independence and ensure children experience positive social interactions.

Children's wellbeing was supported through personal plans developed collaboratively with families and reviewed regularly. These plans contained information enabling staff to meet individual needs effectively. Developmental targets were identified by parents and used by staff to inform planning. We advised that plans could be strengthened by including regular updates and clearly defined strategies to ensure children's current needs are consistently met. Strategies for children requiring additional support were clearly documented, and the service worked in partnership with external agencies to provide holistic support, thereby promoting children's health and wellbeing.

Transitions were managed with care and sensitivity, whether children were starting nursery, moving between rooms, or preparing for school. The service had established positive relationships with local schools, which enhanced transition experiences and supported positive outcomes for children.

Strong, trusting relationships with families contributed to high levels of engagement and positively impacted children's experiences. Staff actively promoted family involvement through regular sessions, including risky play workshops, tea and toast mornings, and PEEP sessions which were designed to support parents, carers, and practitioners in promoting babies' and young children's learning through play. These initiatives enabled families to feel respected, welcomed, and integral to the service.

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	6 - Excellent
Leadership and management of staff and resources	6 - Excellent
Children play and learn	6 - Excellent
Playing, learning and developing	6 - Excellent
Children are supported to achieve	5 - Very Good
Nurturing care and support	5 - Very Good

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