

Deanpark Nursery School Day Care of Children

10 Deanston Drive
Shawlands
Glasgow
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Type of inspection:
Unannounced

Completed on:
12 November 2025

Service provided by:
Glasgow City Council

Service provider number:
SP2003003390

Service no:
CS2003014872

About the service

Deanpark Nursery School is day care of children service in the Shawlands area of Glasgow. The service is provided by Glasgow City Council and is registered to provide a care service to 70 children aged three years to those not yet attending primary school.

At the time of inspection there were 58 children present on the first day and 63 on the second day.

Children have access to a large playroom that is partitioned into several smaller spaces, a separate dining area, sensory space and a large, secure garden. The service is located close to local amenities such as, shops, parks and schools.

About the inspection

This was an unannounced inspection which took place on 11 and 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
- reviewed electronic feedback from 12 families
- spoke with staff and management
- 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 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 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.
- Children's wellbeing benefitted from daily opportunities to play and learn outdoors in all weathers.
- Quality assurance, self-evaluation and improvement planning were meaningful and having a positive impact on outcomes for children and families.
- Strong teamwork created a safe, well-managed environment where children were consistently supported.

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

The management team were friendly, approachable and engaged well with the inspection process. They were receptive to feedback and willing to make improvements to ensure positive outcomes for children and families. Staff told us they found leaders to be supportive and approachable. One staff member commented, "I feel that if I have any concerns or things I am unsure of I am able to approach management who will support me". This meant staff were supported and motivated to provide high-quality care to children and families.

The setting promoted a shared vision that reflected high standards, for children, families and the community. The vision, values and aims had recently been reviewed and updated in partnership with families. This gave parents the opportunity to share what was important to them and their children. The underpinning themes of inclusion, respecting children's rights and celebrating diversity were reflected in the ethos and practice of the setting. This created a nurturing and respectful learning environment which valued children as individuals.

Leaders understood the importance of using the views of staff, children and families to inform planning and development of the service. Staff had regular opportunities to meet and discuss national frameworks to reflect on practice and identify areas for service improvement. Established methods of communication such as, newsletters, surveys and parent feedback supported families to be included in evaluating aspects of the service and driving improvement. Children's views were captured through planning, voting systems and daily conversations. The setting shared results of feedback through a self-evaluation wall and big books. This helped children and families see how their voice had affected positive change and improvement within the setting.

We found information gathered from consultation and self-evaluation was used to inform a meaningful service improvement plan. Well considered priorities focussed on children's wellbeing, play and learning needs. This ensured high-quality care and enriching play experiences were at the heart of improvement planning. We observed some progress being made within the plan. For example, children's engagement outdoors had been identified as an area for development. Staff had applied learning from creativity, curiosity and confidence training and Froebel principles to create a challenging and dynamic play space. Staff told us this had led to increased levels of engagement outdoors. We agreed and found children were engaged and having fun for prolonged periods of time in their outdoor play. We suggested improvements to outdoor engagement could be further strengthened with children having free flow access to the outdoors.

Staff were safely recruited and careful consideration was given to ensuring they had the right knowledge, skills and experience to care for children. Induction programmes supported new staff to develop their awareness of the setting and needs of the children. This provided a clear overview of their roles and responsibilities and helped them to meet children's needs. Parents were informed of any changes to staffing, which helped families to feel informed about staffing within the setting.

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

Leaders focussed on ensuring staff had a strong understanding of child development and used theory to support practice. Staff were implementing key aspects of the Froebelian approach. This approach focuses on the importance of play, relationships and nature to support children's development. In addition staff had been learning about the zone of proximal development which focuses on what learners can do without support and what they can achieve with support. We could see the influence this had on practice, with staff providing a range of play-based activities and respecting each child's individuality. This ensured children's learning and development was supported at a pace that was right for them and enabled them to flourish as individuals.

Consideration had been given to the layout of rooms to offer a range of spaces for children to make choices, support their interests and develop their ideas. Staff had created provocations in some areas that sparked children's interest and curiosity and supported engagement in their play and learning. We suggested some areas could be further enhanced with the addition of more natural resources and soft furnishings. This would further promote children's creativity and create more cosy spaces where children could rest and relax.

Children's development of language, literacy and numeracy skills were well supported through a range of play opportunities and skilled staff interactions. Staff naturally supported children's understanding of mathematical concepts such as, counting, colour, size and quantity whilst building towers in the block play area. We observed stories being read in different play areas and brought to life with the use of props, puppets and technology. Outdoors, children had been watching seagulls in the garden. This led to the creation of a play area with a lighthouse, boat, seagulls and pulley system to recreate the story 'The Lighthouse keepers Lunch'. This captivated children and fully immersed them in the story.

Children had daily opportunities to play and learn outdoors in all weathers. Children playing outdoors told us, "I like climbing" and "I love jumping in the puddles". Loose parts materials such as, cable reels, tyres, ladders and planks of wood created a dynamic and challenging play space where children could engage safely in risky play. This contributed positively to their physical development and movement skills, and positively impacted on their self-confidence and wellbeing. Children were having lots of fun together, climbing, jumping in puddles and washing the playroom windows with big brushes and water from the muddy puddles. This supported deep friendships between children and sustained their engagement in their play and learning for prolonged periods of time.

Staff were knowledgeable and demonstrated a strong of understanding of what children need to learn and develop. They respected children's ideas and responded in a way that supported children's sustained thinking, decision making and problem solving skills. This had enabled children to lead their own projects. For example, children had used recyclable items such as food boxes, bags and material to create and design outfits to wear. This was further extended as the children put on a 'trashion' show for others. This had impacted positively on children's wellbeing as they felt a great sense of achievement and pride.

Planning approaches were child centred, following children's interests, staff observations and children's voice. Floor books were used to record children's experiences and allowed them to revisit their learning. Observations were used to monitor and track children's progression and plan next steps for learning and

development. We found there were inconsistent approaches to recording of observations. Leaders had identified this and staff were working with other's to develop observations skills. We were satisfied this would support consistent approaches to observations that would enhance children's play, learning and development. An online platform was being used to share children's experiences with parents. This helped families to feel valued and meaningfully involved in their children's play, learning and development.

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

Children were cared for by a kind, caring and dedicated staff team, that were focussed on their needs. Staff showed genuine interest in children's lives, wellbeing and development. Children continually experienced supportive interactions delivered with warmth, patience and respect. This created positive attachments with children and helped them to feel safe, respected and loved. All parents valued the care their children received and commented positively about this. Some comments included:

"The staff are absolutely amazing. They are so loving, caring and dedicated. It's clear they genuinely care about the children and that makes a big difference".

"Both my children have attended this nursery. I highly rate it for the consistent care, attention and support they have received".

"I am very happy with the service and really appreciate the dedication, care and professionalism of all the staff. My child feels happy, safe and supported everyday".

Leaders and staff understood the importance of using nurture and a rights based approach to support children's emotional wellbeing and resilience. This supported positive, nurturing and trusting relationships between children and staff. One child told us, "the adults are happy, kind and nice. They look after me". A separate cosy space with sensory resources known as the 'zen den' provided a space where children could relax and feel calm. Children were encouraged to share how they were feeling throughout the day and used the 'colour monster' resource which helped them express emotions such as, sad or happy. We observed these approaches had a positive impact on children's emotional regulation and wellbeing.

Relationships with children and families were at the heart of the service. Staff took time to get to know children and their families well, promoting positive relationships and connections. This was enhanced through meaningful approaches which included stay and play sessions, sensitive transitions for children and daily interactions. Parents valued their relationships with staff and commented, "everybody is welcoming, smiley. It's a pleasure to drop off and pick my kid up" and "staff keep in touch regularly and communicate well with parents. They're approachable, supportive and overall great to work with". This supported parents to feel valued and contributed to trusting relationships between them and staff.

Children were cared for by a staff team that knew their individual personalities and needs well. Personal plans contained key information that supported staff to meet children's needs, such as, likes, dislikes,

language spoken and medical needs. Plans were regularly updated in collaboration with parents to reflect changes in children's lives. This supported staff to provide individual care and support that was right for all children.

Children enjoyed mealtimes that were relaxed and unhurried. A rolling lunch supported a natural ending to children's play before going for meals. Children were well established in routines and had opportunities to develop independence and life skills through self-serving food, pouring drinks and tidying away their things. Staff sat alongside children to ensure their safety whilst eating. Overall mealtimes were an enjoyable experience for children. We suggested mealtimes could be further enhanced with more opportunities for staff to engage children in social chat and conversations.

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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