

# Our Lady of the Rosary Primary School Nursery Class Day Care of Children

Our Lady of the Rosary Primary School  
50 Tarfside Gardens  
Glasgow  
G52 3AA

Telephone: 01418 832 010

**Type of inspection:**  
Unannounced

**Completed on:**  
20 February 2026

**Service provided by:**  
Glasgow City Council

**Service provider number:**  
SP2003003390

**Service no:**  
CS2003055123

## About the service

Our Lady of the Rosary Primary School Nursery Class is a day care of children service in a suburban area in the Cardonald area of Glasgow. The service is provided by Glasgow City Council and operates from premises within Our Lady of the Rosary Primary School.

The service can accommodate a maximum of 40 children aged three years to those not yet attending primary school at any one time. At the time of our inspection there were a total of 35 children present on the first day and 31 children present on the second day.

The accommodation consists of one large playroom. Children have access to an outdoor play area for physical play and outdoor learning and a range of school facilities across the campus. These include a room for mealtimes and a gym hall to extend their learning experiences. There are toilet facilities for children and office, catering and staff facilities. The service is close to schools, transport routes, shops and community services.

## About the inspection

This was an unannounced inspection, which took place on 19 and 20 February 2026. 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 feedback from 21 parents and carers whose children attend the service
- reviewed feedback from five staff members employed in the service
- spoke with management and staff
- observed practice and staff interactions with children
- reviewed documents.

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 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. 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.

**Key messages**

- Leaders had developed a shared vision for the service focused on improving outcomes for children.
- Quality assurance processes should be developed to support continuous improvement of the service.
- Children were happy, settled and confident.
- Changes to playroom environments had enhanced opportunities for children's play and learning.
- Personal plans should be further developed to ensure they fully support meeting children's individual needs.
- Kind and nurturing interactions from staff helped children feel nurtured and emotionally secure.

**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

### 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's vision, values and aims of teach, love and care were aligned with those of the school environment. We observed these were reflected in daily practice, contributing to a positive and nurturing environment for children. We suggested revisiting the service's vision, values, and aims in consultation with children, families, and staff. This collaborative approach supports shared ownership and ensures that the service's direction continues to align with the needs and aspirations of its community.

Staff were consulted and supported to engage in the service's improvement journey. Management were leading with changes to the service, including developments to play environments and children's learning experiences. Staff told us these changes were positive and were contributing to improvements. We observed the positive impact these developments were having to support improved outcomes for children. Management were mindful of the pace of change and had planned further enhancements, including improvements to mealtimes and the recording and sharing of children's play and learning. This has the potential to improve outcomes for children.

Management and staff monitored and audited aspects of the service. This supported the identification of areas for improvement such as trends in accidents and incidents, and supporting preventative measures that promote children's health, safety, and wellbeing. Management could extend the opportunity of monitoring by including robust auditing of medication and regular monitoring of the quality of children's personal plans. This has the potential to support with continued improvements to outcomes for children and their families.

Children were actively consulted, and their thoughts and feelings were considered in relation to their play experiences and environments within the setting. This was particularly evident within curricular plans, where children contributed to planning play experiences and play spaces that reflected their interests and choices. This inclusive approach reinforced that children are respected and their voices matter.

Parents were involved in the service's self-evaluation processes through questionnaires. This encouraged them to provide positive feedback as well as suggest areas for improvement. The service shared with parents where their views had informed change. This sends a message that their thoughts and opinions are valued. Parents agreed they were involved in a meaningful way to develop the service. They told us, "We are often asked about things we would like to see improve or change" and "We have been given questionnaires, [child] is asked what they like in nursery and what else they could add to nursery."

Management and staff were involved in self-evaluation activities that supported the identification and recognition of strengths and areas for development. We could see that next steps were planned to drive ongoing improvement. The process could be improved by reflecting and recording the impact these actions had for children.

New staff members were supported by a mentor who understood their role in guiding and supporting the

induction process. The programme supported new staff to develop a clear understanding of their roles, responsibilities, and effective ways of working to meet children's needs.

## Children play and learn 4 - Good

### Play, 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.**

Children confidently embraced their right to play and were having fun. They demonstrated independence by leading their own play and learning, supporting their overall development, wellbeing and sense of belonging. We observed children were engaged in a wide range of quality play and learning experiences for prolonged periods of time, showing high levels of engagement, wonder and joy.

Improvements to the layout and organisation of the play environment had created enabling spaces that effectively supported children's play and learning. Children were provided with meaningful opportunities to develop their language, literacy, and numeracy skills. For example, they constructed models with blocks, incorporated toy cars into their constructions, and engaged in small world play such as capturing dinosaurs. Children confidently accessed a wide range of resources across the playroom to extend their play and learning. There were also varied expressive arts, craft, and malleable experiences, including lantern making and playdough. These activities supported children's imagination, creativity and critical thinking skills.

All children had opportunities to play and learn outdoors to support their health and wellbeing in response to their choices and interests for play. We observed children were using loose parts materials to build dens and were experimenting with pipes to explore sound and communication. This spontaneous investigation demonstrated the positive impact of loose parts in promoting curiosity and exploration. Children had opportunities to develop their physical development and movements skills on an obstacle course, demonstrating confidence and enjoyment in active play. Children told us, "Outside we can use sticks to build a tent but this one turns into Ninja turtle stick" and "I like the slide it's super fun".

Staff joined in with play and were responsive to children's interests. They were skilful in knowing when to step back and re-engage to spark children's curiosity and deepen learning. Staff recognised where further challenge would be beneficial and equally, where support was required. We observed staff provided additional resources to extend children's play and learning. This demonstrated strong links between children's interests, staff responsiveness to meet children's needs and supported their overall wellbeing and sense of belonging.

Staff were responsible for planning experiences for children within designated play zones. Children were consulted through mind maps that captured their interests and ideas. These were reflected in practice, demonstrating responsive planning. The services floor books showed a breadth and depth of children's experiences. Staff were using a curriculum framework and development trackers were in place to monitor and record children's development and progress.

The service was transitioning between digital platforms which had resulted in gaps in recording observations of children's play and learning. This also reduced the communication and sharing of information about children's learning and development with families. While existing entries reflected children's enjoyment and a range of experiences, observations did not capture individual skills or identify next steps to support learning. Regular monitoring of observations, along with dedicated reflection time,

would support staff to strengthen their observation skills. This would also ensure children's progress is recorded effectively over time.

## Children are supported to achieve 4 - Good

### 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.**

Children were happy, settled and confident in their environments and had developed friendships which supported their growth and development. Children's care and learning routines were delivered with kindness and compassion from staff who were warm, nurturing and caring towards children. Staff knew their children and families well and had created a warm and welcoming environment. This supported children to feel safe, secure, and contributed to the positive relationships they had with staff. Parents told us, "The staff are warm and welcoming and my [child] feels loved and cared for when they go into nursery. They are nurtured and educated by all members of the team" and "I trust the staff completely to take care of my child. It's like being party of a family."

Children had good opportunities to make choices and develop independence at lunchtime. They selected their food, served themselves, and cleared away their plates. Most children enjoyed social interaction during lunch by sitting with friends and chatting. We suggested ways to make lunch more sociable, including creating more opportunities for staff to sit with children. This could better support staff to meet children's needs.

Children were encouraged to wait for others after finishing their meals. While this promotes social skills, some waited for extended periods. This had the potential to impact their wellbeing by limiting choice and reducing their access to play opportunities. The service should continue with its plans to improve children's mealtime experience.

Children's medication was clearly labelled and stored safely. Health care plans were in place for children to support children's health and wellbeing. Improvements were needed to administration records to evidence parents had administered a first dose of medication and a section for parents to sign acknowledgement medication had been administered. Record keeping could be improved to support the ongoing review of medication. Please refer to 'Leadership' section for further information.

At our previous inspection we made an area for improvement to support with the development of children's personal plans. Whilst we noted improvements had been made, we identified further improvements were needed. Personal plans were in place for all children. Plans were created in partnership with families, and regular reviews were carried out, ensuring they contained relevant information about children's interests, health, and wellbeing. Staff were able to describe the strategies they used to support individual children; however, these were not recorded within personal plans. Plans could be further strengthened with clear goals and targets and include information of how staff will support children's development and progression. We have continued to make this an area for improvement (see area for improvement 1). For further information refer to 'Outstanding areas for improvements.'

Fostering and maintaining relationships and partnerships with families were important to the service. Families were welcomed into the service to share children's experiences. We observed a visit and noted children's joy, positive engagement, and effective collaboration to support children's needs.

## Areas for improvement

1. To support children's care, play and learning the manager and staff should ensure individualised personal plans include strategies to support children's individual needs. Plans and observations should capture children's individual skills and progression in learning to support children to reach their full potential.

This is to ensure care and support is consistent with the Health and Social Care Standards, which state, "My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices" (HSCS 1.15).

## What the service has done to meet any areas for improvement we made at or since the last inspection

## Areas for improvement

### Previous area for improvement 1

The service should review and develop their paperwork relating to personal plans to ensure that the information being recorded adheres to legislation and is meaningful, clear and allows effective monitoring of children's progress.

National Care Standards: 6 Early Education and Childcare up to the age of 16 - Support and Development.

**This area for improvement was made on 29 November 2017.**

### Action taken since then

Personal plans were in place for all children. Management and staff had reviewed and developed these plans to support with improving the recording of information to support children's care, play and learning. Plans were created in partnership with families, and regular reviews were carried out, ensuring they contained relevant information about children's interests, health, and wellbeing. Staff were able to describe the strategies they used to support individual children; however, these strategies were not recorded within the personal plans.

The area for improvement had not been met. Please refer to 'Children are supported to achieve' section for further information.

## 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	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

## To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and help services to improve. We also investigate complaints about care services and can take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

You can also read more about our work online at [www.careinspectorate.com](http://www.careinspectorate.com)

## Contact us

Care Inspectorate  
Compass House  
11 Riverside Drive  
Dundee  
DD1 4NY

[enquiries@careinspectorate.com](mailto:enquiries@careinspectorate.com)

0345 600 9527

Find us on Facebook

Twitter: @careinspect

## Other languages and formats

This report is available in other languages and formats on request.

Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànan eile ma nithear iartras.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿਚ ਉਪਲਬਧ ਹੈ।

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.