

Wyndford Nursery School Day Care of Children

33 Latherton Drive
Glasgow
G20 8JR

Telephone: 01419 451 366

Type of inspection:
Unannounced

Completed on:
25 February 2026

Service provided by:
Glasgow City Council

Service provider number:
SP2003003390

Service no:
CS2003014953

About the service

Wyndford 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. A maximum of 40 children shall attend on a full day basis.

At the time of inspection 34 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 two playrooms split into four 'zones.' Children have direct access to a spacious outdoor area.

About the inspection

This was an unannounced inspection which took place on Tuesday 24 and Wednesday 25 February 2026. The inspection was carried out by three 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 19 parents/carers.

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

- 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 very 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 positive outcomes for children.
- Staff applied their skills and knowledge to deliver high quality learning experiences for children.

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	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 6 - Excellent

Quality indicator: Leadership and management of staff and resources

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

The service's vision, values, and aims had been developed collaboratively with staff and were clearly shared with children and families, ensuring that the child's interests remained central to all practice. The Froebelian ethos was strongly reflected throughout the setting and was fully embedded in daily experiences. This consistent Froebelian approach had a noticeably positive impact on children's confidence, independence, and engagement in their learning. The Froebelian approach values the whole child's needs holistically with a focus on their play, nature and freedom. Highly effective communication meant that staff, children, and families held a shared understanding of these aims and actively contributed to achieving them.

An ambitious improvement plan, created in partnership with staff, guided ongoing development and aligned closely with the children's needs. Significant progress was evident in several key areas, including the enhancement of digital learning and the strengthened monitoring and assessment of literacy and numeracy attainment. Comprehensive quality assurance processes such as auditing and monitoring medication, personal plans, and accident records were consistently implemented, supporting the delivery of high quality care.

The outstanding approach to quality assurance also impacted on other improved areas. For example, enhancements to the lunchtime experience, a strengthened transition programme, and more robust and meaningful approaches to tracking children's learning. This was all informed by the systematic use of evidence to measure impact and drive continuous and meaningful improvement for children and families.

Children's and families' views were routinely gathered and used to inform developments across the service, including transition processes and resource planning. Children's voices were clearly represented in their personal plans and in planning for learning. Information gathered from consultations was effectively collated to highlight the skills and learning taking place. Staff also carried out self evaluation using national guidance, and feedback from parents and staff, further reinforced the strength of the service's Froebelian ethos.

Children benefited from a highly skilled, confident, and knowledgeable staff team who were passionate about providing high quality play, learning, and care. Staff engaged in regular professional development and ensured they remained up to date with current best practice and evidence based approaches, resulting in strong outcomes for children and families. Every member of staff held leadership responsibilities, such as supporting children with English as an Additional Language, family engagement, and transitions. Staff were confident and enthusiastic in describing the impact of these roles. For example, staff worked closely with schools to improve transition processes for children and families. This exemplary approach to shared leadership ensured sustainable improvements for children and families.

Strong and aspirational leadership was further demonstrated through participation in practitioner enquiry projects. Practitioner enquiry is a reflective, systematic exploration of practice aimed at improving outcomes and deepening professional understanding. This sector leading approach further enriched children's play

and learning. Areas for enquiry were thoughtfully identified through self evaluation, reflection, and observations of children's experiences. Learning from leadership roles were effectively shared with colleagues, promoting consistency and high quality experiences for all children.

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

Children play and learn 5 - Very Good

Quality Indicator: Playing, learning and developing

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.

Children were engaged in a range of rich, challenging spontaneous learning opportunities and had fun for prolonged periods of time. Children could make informed choices about leading their play and learning within enabling, challenging and creative environments. This approach supported their confidence and decision-making skills.

The thoughtfully developed learning environment was rich and stimulating, offering high-quality, well-presented experiences that sparked curiosity and imagination. Resources such as a tinker area, a well-equipped outdoor area and a large block play area supported the development of a wide range of skills. One parent commented, 'The nursery has multiple areas that give my daughter opportunities to learn via different ways including clay, books and stories space, interacting with nature in the nursery garden, art and blocks.'

Children had opportunities to play outdoors for most of the day. Outside, children took part in a variety of play including risky play, curiosity, imagination, and physical. We shared how children could benefit from access to outdoors throughout the whole's sessions, however noted this did not have an impact during observations taken at the inspection.

Children's play was deepened through skilful questioning that extended their thinking, supported mathematical and scientific understanding, and encouraged them to lead their own learning. Staff used real life resources and supported language to promote collaboration, problem solving, and meaningful child led exploration.

Children's communication and numeracy skills were effectively supported through responsive staff interactions. Staff skilfully modelled language and used developmentally appropriate phrases to extend vocabulary and foster understanding. For example, descriptive terms like "big," "small," and "bigger" were used during play blocks and playdough. The daily routine was well-paced and balanced, respecting children's right to play. Group activities such as story and song times were offered, and children were encouraged to join when ready, allowing them to naturally transition from their play to other parts of the day, such as snack time.

Planning was child-centred and responsive to children's interests and developmental stages. Staff worked together as a team to reflect on children's interests and stages of development, then developed plans in

response to this. The planning process had evolved recently, with staff reflecting on and adapting their approach to better capture and support children's progress. Children's development was tracked using digital tools across core curriculum areas. Lead staff regularly reviewed these trackers with keyworkers to identify and address any gaps in learning. For instance, a need for more digital learning was identified, leading to increased opportunities for digital learning and subsequent progress.

Staff captured and monitored children's individual spontaneous interests and observations as they observed children at play. Planning documenting was linked to national curriculums and guidance. Staff used observations effectively to recognise and extend children's knowledge and skills. Observations were shared with parents via an online app. This enabled parents to have the opportunity to understand and be part of their child's learning. One parent commented, 'My child has made excellent progress across his development since starting at Wyndford Nursery. I can see through the detailed observations on seesaw the wide variety of learning opportunities he engages with.'

Children are supported to achieve 5 - Very Good

Quality indicator: Nurturing care and support

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.

Staff demonstrated a warm, kind, and nurturing approach in their interactions with children. Nurturing relationships had been established with children and families, creating an environment in which children were able to flourish and where a strong ethos of belonging was embedded. Staff knew the children very well and were attentive to their individual needs, offering comfort and reassurance when required. One parent commented, 'Feels like a second home, the staff are so welcoming and great with my son he loves going to nursery and cries to go to nursery at the weekend.'

A child centred approach was in place for transitions. Transitions for children starting the service were designed to suit children's individual needs. Staff supported children to feel safe and secure with any changes and daily transitions were considered to support children's needs. Staff had identified the need to strengthen their transition programmes to school and consulted with families, using their views to meaningfully enhance the process. They also adopted evidence based approaches, including the mosaic approach, ensuring children's voices were central to the review and firmly embedded in the improvements made.

The environments offered cosy, quiet spaces for children to rest and relax, supporting them to feel safe and secure. Staff had taken time to consider changes to areas to support children's developing needs, including creating a small library nook. The warm, welcoming environment supported children to feel safe, secure and cared for.

Each child had a robust personal plan in place, containing essential information to support their individual needs. Targets and developmental strategies had been identified for children, in partnership with parents. Clear strategies were in place to support those with additional needs, and staff worked closely with families to ensure continuity of care.

Mealtimes were calm, nurturing and very well organised. The tables were attractively set, creating a homely

and respectful atmosphere. Staff sat with the children, offering warm, sensitive interactions and encouraging independence through self-serving and choice making. Staff used natural opportunities to build learning, such as counting and comparing quantities. Allergy needs were managed safely and thoughtfully, ensuring every child felt included. Overall, mealtimes provided a consistent, high-quality experience where children felt valued, supported and respected.

There was a 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, self-care routines and staff practice, reinforcing their importance for both staff and families. This included asking children before wiping noses or faces and inviting children to participate in experiences and respecting their choices.

The service understood the importance of good relationships with families. Families were welcomed into the service welcome areas daily, and staff took time to share information about their child's day. One parent told us, "The staff are all amazing. They have all contributed to the development and growth of my child, and they are always available to help." The service had identified that they would like to further enhance family engagement. We agreed and suggested that inviting families into the nursery playrooms daily could further strengthen relationships and deepen their involvement in children's learning experiences.

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	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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Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

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