

Sighthill Nursery School Day Care of Children

40 Fountainwell Gardens
Glasgow
G21 1AB

Telephone: 01415 570 903

Type of inspection:
Unannounced

Completed on:
5 March 2026

Service provided by:
Glasgow City Council

Service provider number:
SP2003003390

Service no:
CS2003014932

About the service

Sighthill Nursery School is a daycare for children service situated within the Sighthill area of Glasgow. It is registered to provide a day care of children service to a maximum of 103 children. Of those 103 children, no more than 12 are aged under two years, no more than 25 are aged two to under three years and no more than 66 are aged three to those not yet of an age to attend primary school. Children are cared for over five main playrooms, and a general-purpose area which is used for children's lunches, and group activities with children and families. Children also have access to secure outdoor areas. The service is located close to local shops, amenities, green spaces, and transport links. At the time of inspection, 85 children were attending.

About the inspection

This was an unannounced inspection which took place on 4 and 5 March 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 families of the children using the service
- spoke with staff and management
- reviewed 24 completed questionnaires from staff and families
- 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 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 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.

Key messages

- Staff knew children well and supported their needs effectively.
- Children benefitted from social, relaxed, and unhurried mealtimes.
- Strong relationships were established between children, staff, and families.
- Families shared positive feedback about the staff and the service, and how it supported them and their children.
- Children benefitted from a range of experiences that supported their skills and overall development.
- Quality assurance processes could be strengthened further to improve outcomes 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	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

Quality indicator: 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 had been developed with families and staff. Management planned to review them, as they had not been updated recently. We found that the current vision, values, and aims reflected the service's ethos and practice. For example, staff had built and maintained positive relationships with families, as described in the vision, values, and aims. We agreed that reviewing these would help ensure they captured the current views of families, staff, and the wider community.

The management team had gone through a period of instability, but this had begun to stabilise as leadership roles became permanent. The leadership team engaged well with the inspection. We noted that some aspects of leadership were still at an early stage as roles were still being defined. For example, the leadership team had plans to further develop quality assurance through additional staff reviews, playroom practice monitoring, and feedback. These developments were positive steps towards giving staff clear expectations, and plans for improvement.

The service had a well understood and meaningful improvement plan in place. Staff were knowledgeable about it and spoke confidently about how their new developing champion roles would support the planned actions. Improvements were at an early stage, with further work planned. Some self-evaluation was taking place, including staff coming together to reflect on practice and plan improvements. A good example of this was the lunchtime experience, where changes had led to better outcomes for children. The management team should continue with developing more targeted self-evaluation and quality assurance tasks to create and maintain ongoing improvement.

There was a quality assurance calendar in place to support monitoring and auditing, and we could see this had a positive impact on some areas of practice. For example, the recording of accidents, incidents, and medication. However, there were inconsistencies in the quality of information recorded in personal plans, observations, planning records, and in addressing some ongoing maintenance issues in the building. More robust monitoring, auditing and recording, including for personal plans, planning and maintenance, would support improved outcomes for children. Therefore, we have made an area for improvement about this (see area for improvement 1).

Some staff had not had a formal professional development review for some time. A professional development review programme was now in place, and a member of the leadership team was working through these. The reviews had a wellbeing focus, reflected the Scottish Social Services Council Codes of Practice, and supported staff to set achievable targets. Continuing this approach would strengthen staff autonomy, accountability, and wellbeing. Staff had also taken part in a range of professional learning, including child protection, first aid, Nurturing My Potential, and Voice of the Baby. As a result, staff were better equipped to support quality practice and positive outcomes for children.

Areas for improvement

1. To improve outcomes for children, the provider should ensure that self-evaluation and quality assurance impact on improved experiences for children. This should include, but not be limited to, gathering and responding to people's views, responding to agreed actions, and auditing practice.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19).

Children play and learn 4 - Good

Quality indicator: Playing, 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 had the opportunity to lead their own play and learning, with staff giving them space, time and support when needed. This supported children's right to play, independence, and choices. Children commented positively about their experience that the setting. When we asked children what they liked about the service they said:

"Toys, playing with friends, cheese sandwiches, playing in the garden, making pictures, going to the park and outings, arts and crafts."

"I like the books, I get to play with the house."

"I like to play and reading stories, [staff member] is good she reads all different ones."

Staff provided a wide range of resources that supported younger children's learning, including sensory materials, books, musical instruments, and sensory play items. Babies engaged well, showing curiosity, movement, and early literacy and numeracy skills. Activities such as the parachute supported group engagement and helped children settle, while another child remained highly focused during independent play with cars. Across the three to five room and outdoor areas, children were highly involved in meaningful play, showing curiosity, imagination, and confidence. Staff supported learning through warm interactions, some skilled questioning, and positive reinforcement, helping children make choices, communicate confidently, and develop their skills.

Children had access to outdoor play, with older children able to move freely between indoors and outdoors throughout the session, and younger children invited out at various times with staff. They enjoyed challenging, risky play with loose parts, explored the mud kitchen, and developed their physical skills using bikes. We also reviewed evidence that children spent time in their local community on walks and outings. Some families who provided feedback commented positively on children outdoor experiences. One person said, "When they are not going to the park, they play in their school garden." These experiences supported children to have fun while developing physical skills, confidence, and a sense of wonder about the outdoors and their community.

A new planning approach had been introduced across the service for both younger and older children. Planning for younger children was based on their interests, with staff using their knowledge of child development to meet individual needs. For older children, planning combined responsive and intentional approaches linked to their interests and developmental stages. These approaches supported children's overall progress and development.

Individual learning was recorded in an online app, with observations and photographs shared to keep parents informed. However, staff skills in observation were inconsistent. While most observations highlighted children's achievements, some were brief and did not capture significant learning or identify next steps. The management team should continue with plans to monitor observations and provide support to ensure a consistent approach. Basic tracking of children's learning was in place, and this, alongside improved planning and higher quality observations, had the potential to strengthen and enhance play and learning experiences. Therefore, an area for improvement has been made in this report to support continued development in this area. See section: Leadership and management of staff and resources, area for improvement 1.

Children are supported to achieve 4 - Good

Quality indicator: 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 experienced warm, consistent, and responsive care. Staff knew children well and adapted to their individual needs, which supported their wellbeing and positive attachments. For example, staff caring for younger children showed genuine warmth when children were new and settling. They were attuned to children's cues, ensuring a familiar adult was always available to offer comfort and reassurance. This consistent approach helped children feel safe, secure, and emotionally supported.

Mealtimes provided positive, unhurried experiences that promoted children's wellbeing, social skills, and independence. Tables were attractively set, and staff spent quality time chatting with children. Older children came for lunch when they reached a natural pause in play, and meals were nutritious with dietary needs well met. Younger children experienced warm, calm mealtimes with singing and conversation. Staff provided close supervision, helping younger children feel safe, supported, and confident.

Personal plans were in place for all children and were created in partnership with families, reflecting some of their identified needs. Although staff knew children well, this was not always fully captured in the plans. Most children had targets, but the quality varied, with some too broad and others clearly reflecting individual needs. Several plans were missing updates, parental signatures, and key information, which had the potential to affect continuity of care. More robust monitoring and auditing would have strengthened the consistency and accuracy of recorded plans. Therefore, an area for improvement has been made in this report to support continued development in this area. See section: Leadership and management of staff and resources, area for improvement 1.

The service recognised the importance of positive relationships with families and staff, and families told us this was one of the strengths of the provision. One person said, "Excellent relationship with the teachers and office staff. Staff go out there way to welcome you and include you in nursery activities." Another

person said, "They all deserve to know how loved they are by the families and how grateful I am for their care." Families were warmly welcomed by staff and management, and management were visible at key points in the day, making themselves available to children, staff, and families. This helped strengthen relationships and create a culture of trust and togetherness. Planned events, such as Bookbag sessions, along with good communication between staff and families, further supported and enhanced these relationships. As a result, families felt included, informed and confident in the care and support their children received.

Transitions were tailored to meet children's individual needs. The service worked with families to ensure children's transitions to the nursery, between rooms and to school, were smooth and with as little disruption as possible. The service had good working relationships with schools to further enhance transitions. Daily transitions were calm and supported children's rights to play. Children were welcomed warmly and staff spent time with families chatting about children. This supported attachments, continuity of care, and made everyone feel welcome and valued.

Children's rights were supported through kind and respectful staff interactions. This included staff asking children's permission before wiping noses or carrying out personal care routines, helping to protect their dignity and privacy. Staff also used Makaton to support communication, enabling children to express themselves, make choices and be understood. This promoted inclusion, respected children's voices and supported their rights in everyday practice.

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	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

Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

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 iarrrtas.

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.