

# Rosshall Nursery School Day Care of Children

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Glasgow  
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**Type of inspection:**  
Unannounced

**Completed on:**  
19 February 2026

**Service provided by:**  
Glasgow City Council

**Service provider number:**  
SP2003003390

**Service no:**  
CS2003014925

## About the service

Rosshall Nursery School is registered to provide a care service to a maximum of 85 children.

60 children aged 3 to not yet attending primary school  
25 children aged 2 to under 3 years.

Thirty-six children were attending the service during the inspection.

The service is located within the Crookston area of Glasgow. Accommodation consists of two playrooms, a sensory/quiet room and a large enclosed outdoor play space.

## About the inspection

This was an unannounced inspection which took place between 17 and 19 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
- 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 in relation to core assurances.

During this inspection, we 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.

## Key messages

- Children experienced high quality play and learning, they were highly engaged in the play environment and confidently leading their own play.
- Staff were warm, nurturing and responsive, supporting children's wellbeing through sensitive care, strong attachments and consistent emotional support.
- Personal plans were detailed and effective with clear, regularly reviewed targets and strong multi-agency working to support children's health and wellbeing.
- Mealtimes and routines promoted independence that enhanced confidence, social skills and responsibility for children.
- Relationships with families were very strong with a wide range of opportunities that created a positive and inclusive community.

## 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	4 - 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

### Quality indicator: Leadership and management of staff and resources

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.

The service demonstrated a clear and ambitious vision, values and aims with a strong commitment to achieving positive outcomes for children and families. Staff were enthusiastic and dedicated to delivering high-quality early learning and childcare, underpinned by a child-centred approach and an ethos that was nurturing and inclusive.

The vision, values and aims had been reviewed when the manager was new in post and were being reviewed again through recent self-evaluation activities. This helped ensure they remained relevant and meaningful for the staff team. Staff had been fully involved in the reflection activities. With next steps being gathering the voices of children and families to further strengthen the collaborative approach.

Leaders had established a strong culture of high-quality engagement across the setting. Clear roles and responsibilities ensured that staff understood what was expected of them and how their work contributed to children's wellbeing and learning. Leadership was visible and supportive, with the management team modelling positive practice and professional behaviours. This contributed to a confident workforce that engaged well with improvement and demonstrated pride in their work. Practice was consistently aligned with national policy, including the United Nations Children's Rights Charter (UNCRC) and early years frameworks. These were embedded across training, self-evaluation and the planning and assessment of children's learning.

Families and children were central to the nursery's ethos. The leadership team prioritised positive relationships, meaningful engagement and effective communication. Families told us they felt listened to, respected and involved in their child's experience. This inclusive and responsive approach contributed to strong levels of trust and helped ensure children experienced continuity of care.

Self-evaluation processes were embedded and purposeful. Regular team meetings gave all staff opportunities to contribute to reflective discussions. Staff shared that their views were valued, and they felt empowered to influence improvements. We saw clear evidence of actions progressing within the improvement plan, with leaders ensuring that developments were monitored and sustained. The service had also used peer moderation and professional dialogue with a partner service, which strengthened reflective practice and supported more consistent approaches to learning and development.

The pace of change had been carefully managed and sensitive to the needs of the team, children and families. As a result, the team worked collaboratively with a sense of stability and shared commitment. Leaders recognised the diverse skills within the staff group and used these strengths strategically to improve areas of provision. For example, staff members with particular expertise in outdoor learning had been supported to lead developments in this area, resulting in richer outdoor experiences for children.

Induction processes were well-structured and supportive. A clear mentoring system and buddy approach ensured new staff were well-integrated into the team. The induction programme, aligned with the Early learning and childcare: national induction resource, provided clarity, consistency and ongoing opportunities for reflection. The nursery benefited from a qualified workforce, with several staff working towards or holding qualifications beyond the requirements of their roles. Ongoing training, coaching and professional dialogue supported continuous development across the team.

Leaders also demonstrated strong corporate responsibility through their involvement in wider professional networks, such as chairing forums and leading community additional support needs support groups. These wider contributions strengthened partnership working and supported the sharing of high-quality practice across the sector.

## 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 experienced positive engagement in play and learning across the nursery. Children were engaged in a wide range of experiences and made choices about where they wished to play, both indoors and outdoors. This freedom supported their independence, promoted decision-making and contributed to sustained involvement in meaningful play. Children moved purposefully through the environment, demonstrating curiosity, creativity and confidence as they explored materials and activities that interested them.

Staff interactions were warm, nurturing and attuned to children's developmental stages. Staff knew children well and used this knowledge to support and extend their play and learning. Many staff demonstrated skilled use of questioning and conversational strategies to challenge children's thinking, deepen their learning and encourage more complex play ideas. Where practice was still developing, targeted support and coaching from the management team helped build staff confidence and consistency. This approach ensured that all children benefited from interactions that supported high-quality play and learning.

Outdoor learning was a significant strength of the service. Children benefited from rich, stimulating experiences that promoted creativity, problem solving, collaboration and physical development. They were highly motivated as they played together on the mud slide, alongside staff who were having fun with children, laughing and being playful. They engaged in imaginative play in the "lava" and shared pancakes around the fire pit. These experiences built teamwork, communication and risk taking in a safe and well supervised environment. Staff were actively engaged in supporting outdoor play and ensured that the youngest children were included meaningfully, helping them develop a sense of belonging and confidence in the outdoor space.

Indoors, children experienced a well-resourced and thoughtfully organised learning environment. The 2-3 playroom offered a wide range of open ended materials that encouraged curiosity, sensory exploration and early learning. In the 3-5 playroom, the environment was calm, purposeful and responsive to children's needs. While the space supported high levels of engagement, there was scope to further enhance provocations, to promote deeper inquiry and extend learning. Staff demonstrated a strong understanding of child development, enabling them to respond sensitively to children's interests, emotions and emerging skills. Staff skilfully knew when to strip experiences back to ensure that they were inclusive for all children. They were working hard to create an inclusive environment for all children.

Planning and assessment approaches were developing well. Big books clearly illustrated children's learning journeys and showed meaningful child involvement in planning. Children's next steps were clearly identified, purposeful and informed by ongoing observations. For children with additional support needs, targets were appropriate, achievable and focused on communication and participation. These were reviewed regularly and informed by emerging collaboration with the leaders of the early learning team within the local authority. The management team engaged positively in this partnership work, and early impacts were beginning to strengthen both practice and the learning environment.

Staff engaged in peer review, coaching and regular planning meetings which strengthened consistency in practice and supported continuous improvement. There were plans to implement a new platform for sharing children's play and learning, this will help to strengthen home to nursery links. The management team along with leaders of early learning had plans to support the staff team with implementing these new systems. They see this being a positive addition to the already established systems. Management maintained a clear overview of staff strengths and areas for development, allowing them to target support and training effectively.

## 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.

Children benefited from warm, caring and responsive relationships with staff. Interactions were consistently nurturing, respectful and attuned to children's individual needs. Staff took time to listen to children, supported their emotional wellbeing, and created an atmosphere where children felt safe, valued and confident. Daily routines were approached sensitively, with staff promoting independence through encouragement, choice and praise. This contributed to strong attachments and supported children's rights.

Staff had a strong understanding of children's individual needs and interests. Personal plans were detailed, regularly reviewed and developed in partnership with families. Plans reflected children's routines, preferences, wellbeing needs and any required support strategies. For children with additional support needs, targeted planning approaches were used effectively, including well-structured support plans and clear, achievable goals. Staff worked closely with parents, schools and external agencies to ensure children received timely and appropriate support. These collaborative approaches supported continuity, inclusion and positive outcomes for children. Staff were working really hard to ensure that children were well-supported to reach their potential, and we could clearly see the impact of the support children received in the way they

are progressing and growing as individuals. Parents shared positive comments on the ways that staff were supporting their children.

Mealtimes were a positive experience for children. They were unhurried and child-led. Rolling lunches supported children to eat when they reached a natural pause in their play, maintaining autonomy and minimising disruption. Staff created a homely dining experience, sitting with children, modelling positive relationships and promoting independence through self serving. Allergies and dietary requirements were managed safely, and children's social skills and confidence were supported well during these routines.

Partnerships with families were strong. Staff had built trusting, respectful and open relationships with parents who felt welcomed, informed and involved in their child's learning. Families were invited into the nursery regularly, enabling meaningful dialogue and strengthening continuity between the home and nursery. Home visits and personalised settling in periods supported positive transitions for children and helped staff develop a deep understanding of each child's individual needs. Family engagement was further strengthened through stay and play sessions, information events, additional support needs support groups, and a range of communication methods including newsletters, wall displays and home link activities.

## 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

To support children's health and wellbeing, the provider should ensure effective practices and systems are in place to minimise the spread of infection. This should include and not be limited to, access to handwashing facilities in the 3-5 years room, and adequate working ventilation in the changing and toilet areas.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I experience high quality care and support based on relevant evidence, guidance, and best practice' (HSCS 4.11) and 'My environment is secure and safe' (HSCS 5.19).

**This area for improvement was made on 18 November 2024.**

#### Action taken since then

The drainage was fixed. There was no notable smell from the toilet. Hand washing was happening regularly as part of personal care routines. Portable sinks were in place indoors and outdoors.

This area for improvement has been met.

## 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

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Leadership and management of staff and resources	5 - Very Good
Children play and learn	4 - Good
Playing, learning and developing	4 - Good
Children are supported to achieve	5 - Very Good
Nurturing care and support	5 - Very Good

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