

St John Bosco Early Learning and Childcare Class Day Care of Children

St John Bosco Primary School
Barrhill Road
Erskine
PA8 6BX

Telephone: 03003 001 447

Type of inspection:
Unannounced

Completed on:
27 August 2026

Service provided by:
Renfrewshire Council

Service provider number:
SP2003003388

Service no:
CS2003014777

About the service

St John Bosco Early Learning and Childcare Class operates from a purpose-built building within St John Bosco Primary School in Erskine. The service is provided by Renfrewshire Council.

The service is registered to provide care for a maximum of 100 children, including 20 children aged two to under three years and 80 children aged three years until they start school.

The nursery has a welcoming reception area and spacious playrooms, with direct free-flow access to secure outdoor play areas from each room. This provides children with opportunities to learn and play both indoors and outdoors throughout the day.

About the inspection

This was an unannounced inspection which took place on 26 and 27 August 2026. This 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 throughout the inspection year.

To inform our evaluation we:

- spoke/spent time with the children present during the inspection
- reviewed 11 questionnaires completed by parents
- spoke with 2 families of children attending the service
- spoke with staff and the management team
- spoke with a visiting professional
- 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.

Key messages

- Warm, caring and nurturing relationships were at the heart of the service, helping children feel safe, secure and valued.
- The nursery's vision and values reflected children's contributions and supported a strong sense of belonging.
- Children were happy, confident and engaged in meaningful play and learning experiences that reflected their interests and choices.
- Staff knew children well and provided responsive support that promoted wellbeing, inclusion and positive outcomes.
- Leaders and staff shared a strong commitment to improving experiences and outcomes for children and families.
- Children's views, interests and choices were valued and helped shape their play, learning and wider nursery experiences.
- Positive partnerships with families supported children's wellbeing and contributed to a welcoming nursery community.
- Reflection, self-evaluation and professional learning supported continuous improvement and enhanced 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	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

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.

Children had contributed to the nursery's vision and values, helping to shape a shared understanding of what was important to them. Adapted from the wider school vision using language meaningful to children, it focused on values such as love and kindness. These values were reflected throughout the nursery and helped create a warm, caring and inclusive environment. As a result, children experienced a strong sense of belonging and were supported to feel valued, respected and included.

Management and staff were welcoming, reflective and engaged positively with the inspection process. Leaders were visible and approachable within the nursery and had developed positive relationships with children, families and staff. They were open to professional discussion and spoke positively about their improvement journey. Discussions highlighted their passion for their roles and their commitment to achieving positive outcomes for children and families.

Leadership was shared across the nursery, with staff encouraged to take responsibility for areas of practice linked to their skills and interests. For example, staff led areas such as forest school, Talk for Writing programme and special events. This helped strengthen leadership across the team and enriched the range of learning opportunities and experiences available to children.

A supportive culture encouraged staff to share ideas, contribute to developments and take an active role in improvement. Leaders supported staff to develop their knowledge and skills and took time to discuss best practice guidance and its relevance to their work. This helped staff understand the purpose of changes and how these could enhance their practice and improve outcomes for children.

Quality assurance and self-evaluation supported reflection, learning and continuous improvement. Regular observations, professional discussions and staff meetings provided opportunities to reflect on practice, share learning and identify areas for development. The views of children, families and staff were valued and used to inform improvements. Families were encouraged to share feedback through surveys and the nursery's open-door approach. They told us they felt listened to and involved in the development of the service.

An improvement plan identified priorities in literacy, numeracy and health and wellbeing, with leaders identifying clear next steps to support improved outcomes for children. These included further developing family learning opportunities in literacy and numeracy, introducing monthly Bookbug sessions and providing soup packs to support learning and wellbeing at home. We discussed presenting these priorities in a way that is easy for children, families and staff to understand, helping everyone feel fully involved in the nursery's improvement journey.

A quality assurance calendar provided a helpful structure for monitoring practice and identifying areas for further focus. Regular audits, including reviews of accident and medication records, supported leaders to monitor practice and identify areas for improvement. We discussed opportunities to develop this further, which management agreed would help strengthen monitoring and oversight.

Policies, procedures and risk assessments supported safe and consistent practice. Maintenance issues were followed up appropriately, and staff understood reporting procedures. Accident records were completed and shared with families, with information reviewed to identify any emerging themes or patterns.

Medication procedures included appropriate consent and storage arrangements. During the inspection, a discrepancy in medication monitoring was identified. Management responded promptly and agreed to strengthen quality assurance arrangements in this area.

Staff benefited from a strong culture of professional learning and collaboration. Training in areas such as Makaton, forest school and Talk for Writing had strengthened staff confidence and enriched children's experiences whilst connections with other services, nurseries and professionals provided valuable opportunities to share ideas, build knowledge and learn from different approaches.

New staff received a supportive induction and ongoing guidance. Staff were appropriately registered with the Scottish Social Services Council (SSSC) and professional learning reflected individual development needs. Staff spoke confidently about how learning had influenced their practice and supported positive outcomes for children.

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 happy, settled and engaged in their play and learning. They confidently made choices about where they wanted to play, what they wanted to do and who they wanted to play with. Children proudly showed us around the nursery, demonstrating a strong sense of belonging and ownership. They were keen to share their achievements and experiences. Staff listened and responded to children's views and preferences, helping them feel valued and included in decisions about their play and learning.

The pace of the day was calm, flexible and responsive to children's needs. Children had time to explore their interests, develop their ideas and become fully involved in their play. Cosy spaces with cushions provided comfortable places where children could relax, rest or enjoy some quiet time when needed.

Children enjoyed a variety of experiences that encouraged curiosity, creativity and imagination. They explored construction, playdough, role play and messy play. The role play area was well used, and the low-level sand pit was a popular feature which encouraged exploration and collaboration. Children were supported to develop and extend their ideas through play. For example, a group of children spent a sustained period creating a motor home using large blocks, demonstrating creativity, problem solving and teamwork.

Younger children also enjoyed a range of sensory experiences both indoors and outdoors, including water play, floor painting and mud kitchen play. They happily transported resources, filled and emptied containers and explored different materials with curiosity. Staff joined children in their play, responding to their interests and supporting interactions and communication. Children were smiling and laughing and having fun as they explored, made choices and followed their own ideas.

Literacy and numeracy were naturally embedded throughout play and daily routines. Staff used stories, songs, conversations and play experiences to explore language, numbers, shapes, colours and size. During a baking activity, children confidently used measuring equipment and recognised numbers while following a recipe. Children also used money within their play, helping them develop early numeracy skills in relevant and meaningful contexts.

Staff were deployed well across the learning zones, enabling them to consistently respond to children's interests and ideas. They used meaningful conversations and questions to extend children's thinking and learning. Positive relationships, praise and encouragement helped children develop confidence and resilience. Children were appropriately challenged in their play and supported to manage risk safely. For example, children persevered as they practised balancing and jumping from blocks, gradually developing the confidence to do this independently.

Children were developing independence and confidence in managing aspects of their day. They moved between indoor and outdoor spaces, collected their own waterproof clothing and took responsibility for their play. Staff provided support when needed while encouraging children to make choices and do things for themselves.

Outdoor play was an important part of children's experiences. Children enjoyed creative activities, water play, bikes and opportunities for physical play. Forest experiences provided further opportunities to explore, develop resilience and experience challenge and adventure. We discussed continuing to review arrangements during the lunchtime period to support children's access to outdoor play and ensure they can continue to make meaningful choices throughout the day.

Children benefited from planning that reflected their interests, rights and developing abilities. Floor books demonstrated how children's ideas influenced future experiences, while individual scrapbooks captured their learning and achievements. Children contributed to these records, ensuring their voices were reflected in planning and evaluation.

Families could access their child's individual scrapbook and view floor books, helping them remain involved in their child's learning and development. Staff were continuing to develop the use of observations and individual learning targets to help identify progress and inform next steps. This will further support staff to build a clearer picture of children's learning and development over time.

Families spoke positively about the experiences available to their children. They valued the wide range of play opportunities and felt staff listened to children's interests, choices and preferences when planning experiences. One parent told us, "My child is given opportunities to have their voice heard through their interests, choices and experiences." Another shared that staff "use what they learn from my child to help shape the activities and experiences they provide". As a result, parents felt that children enjoyed engaging experiences that reflected what was important to them.

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 and families were at the heart of the service. Warm, nurturing care and positive relationships were evident throughout the nursery, helping children feel happy, confident and secure. Staff knew children very well and responded sensitively to their individual needs, offering reassurance, comfort and encouragement when needed. These caring interactions supported children's confidence, self-esteem and emotional wellbeing.

Children were treated with kindness, dignity and respect. Staff consistently role modelled warm and respectful relationships, creating a caring environment where children felt valued, included and listened to. Children demonstrated positive relationships with one another, showing kindness, helping friends and supporting each other during play. This contributed to a strong sense of belonging and helped children feel safe, valued and supported.

Staff knew children very well and had a good understanding of their individual needs, routines, interests and development. Personal plans were developed and reviewed with families and reflected children's changing needs. All About Me information helped staff get to know each child as an individual, including their preferences, routines and healthcare needs.

Wellbeing meetings supported staff to review children's progress and identify appropriate support strategies. Recently introduced wellbeing targets were helping to strengthen continuity between home and nursery and support consistent approaches for children. Management should continue to monitor and review these approaches to ensure they continue to meet children's needs and support positive outcomes.

Children requiring additional support benefited from individualised approaches tailored to their needs. Support plans clearly outlined strategies and targets, and the service worked closely with families and other professionals to ensure children received appropriate support. This helped promote consistency and supported children to make progress.

Settling-in arrangements were flexible and responsive to the needs of children and families. Introductory visits provided opportunities for families to meet staff, explore the environment and share important information about their child. This helped children develop trusting relationships and settle into the nursery with confidence.

Transitions were thoughtfully planned and supported. Positive relationships with children and families helped children feel emotionally prepared for change. Strong links with the primary school, located within the same building, provided continuity and familiarity. Staff also described how they worked with other local schools to help children feel prepared and supported as they moved on from nursery.

Children's daily transitions were also well supported. Visual prompts and routines, including timers and the popular "going home train", helped children understand what was happening next and develop independence. These approaches supported children to move confidently between experiences and helped families remain involved in end-of-day routines.

Mealtimes were calm, relaxed and social experiences. Staff sat with children, encouraged conversation and supported the development of independence skills. Children were encouraged to serve food, pour drinks and clear away dishes. Staff understood and responded appropriately to children's individual dietary and allergy requirements. We discussed continuing to monitor mealtimes to maximise opportunities for children to develop independence and to minimise waiting times for younger children where possible.

Personal care routines were carried out sensitively and respectfully. Staff promoted privacy, dignity and independence while supporting children to develop self-care skills. Children were encouraged to manage aspects of their own care, such as handwashing and using tissues, helping them develop confidence and independence.

Child protection arrangements supported children's safety and wellbeing. Staff had completed appropriate training and understood their role in keeping children safe. They were confident in following procedures and reporting any concerns about a child's wellbeing.

Positive partnerships with families were a key strength of the nursery. Families were warmly welcomed and encouraged to share information and contribute to decisions about their child's care and wellbeing. The family room provided a comfortable space for discussion and support, helping to strengthen relationships between families and staff.

Families spoke very positively about the care and support their children received. They described staff as approachable, caring and supportive, and valued the genuine relationships they had developed with them. Several families spoke about staff "being there for them" and described the nursery as feeling "like family". One parent told us: "I feel that parents and children are treated as important partners in the service, rather than simply being told what is happening." Another shared that there was a "genuine partnership between the nursery, myself and my child".

Families also valued opportunities to be involved in nursery life through stay-and-play sessions, family events and celebrations. One parent commented, "It's nice that the nursery has events and things on for the children and their families." These opportunities helped families feel connected to the nursery and involved in their children's experiences. As a result, children and families experienced a strong sense of belonging and benefited from the warm, nurturing and inclusive ethos of the service.

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.scot

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

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.scot

Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.gov.scot

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.