Ibrox Primary School - Nursery Class
Day Care of Children

Ibrox Primary School
46 Hinshelwood Drive
Glasgow
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Telephone: 01414 270 922

Type of inspection:
Unannounced

Completed on:
22 September 2026

Service provided by:
Glasgow City Council

Service provider number:
SP2003003390

Service no:
CS2003014795

About the service

Ibrox Primary School - Nursery Class is a day care of children service provided by Glasgow City Council. It is located within Ibrox primary school. The service provides care to a maximum of 25 children aged between three years to those not yet attending primary school. It is situated close to local shops, public transport links and amenities such as a local library and community gardens. At the time of the inspection there were 11 children in attendance on both days.

About the inspection

This was an unannounced inspection which took place on 21 and 22 September 2026. The inspection was carried out by one inspector 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:

- Observed practice, staff interactions and daily life
- Spoke with staff and management
- Spoke with children using the service
- Reviewed documents
- Reviewed feedback from seven families.

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

- Children were happy, confident and settled in the service.
- Children were cared for by kind, caring and compassionate staff.
- Families play an important role in the life of the nursery.
- Leaders and staff should continue to embed quality assurance across the nursery.
- Staff interactions were meaningful and responsive to children.
- Children had access to a wide range of toys and resources to support their play, learning and development.

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	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 4 - Good

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.

Quality Indicator: Leadership and management of staff and resources.

Staff and leaders were approachable, friendly and professional throughout the inspection. They engaged positively in the process and responded well to feedback. This showed a clear commitment to getting things right for the children and families using the service.

The service's values, vision and aims were well embedded and reflected the nursery's ethos. They were evident in practice and could be seen throughout the setting. Children and families experienced a warm, welcoming environment that celebrated diversity. Staff treated children with kindness, dignity and respect. Positive relationships were evident between staff, children and families. This helped children feel valued, included and secure within the setting.

Auditing and monitoring processes were in place and supported children's health, safety and wellbeing. Regular reviews of accidents and incidents identified patterns and informed actions to reduce risks. Medication monitoring helped ensure medicines were stored and administered safely. Additional audits had been identified as part of quality assurance arrangements. Staffing challenges meant some of these were not consistently completed. Discussions with leaders and review of the quality assurance calendar provided assurance that these systems were developing. Once fully embedded, they had the potential to strengthen oversight and improve outcomes for children.

Children, staff and families were involved in self-evaluation through floor books, questionnaires and drop-in sessions. Families provided feedback on transitions and family learning opportunities for example. Leaders used this feedback to shape future sessions and signpost families to community resources. This helped strengthen partnerships and support positive outcomes for children and families. One parent commented, "The service listens to feedback from parents and involves families in supporting the service". Staff further engaged in self-evaluation using the Quality Improvement Framework and Glasgow City Council's self-evaluation toolkit. This supported reflection on practice and helped staff identify strengths and areas for development. Staff demonstrated a commitment to improving outcomes for children. This approach was helping to drive improvement and enhance children's experiences.

The service improvement plan had led to positive changes across the setting. Leaders and staff had made progress in addressing some identified priorities. Learning spaces had been reviewed and adapted to better meet children's needs and interests. Improvements to the environment included new furniture and resources. These changes created more inviting and engaging spaces for children. Creativity training had increased engagement in learning experiences for children, staff and families. One parent shared, "My child is in a phase of creating masterpieces using cardboard etc. He made a garage for his toy cars at nursery and then went on to make other creations both at home and in nursery". Staff used their learning to provide more meaningful opportunities for children to explore and express their ideas. The service had continued to build on strong family engagement. This helped strengthen partnerships and contributed to positive outcomes for children.

Children play and learn 5 - Very Good

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.

Quality Indicator: Playing, learning and development.

Children were relaxed and engaged throughout the inspection for extended periods of time both indoors and outdoors. They showed confidence in leading their own play and had access to well laid out, accessible resources. These included a block play area, a cosy book area with books and props, and a small den for rest and relaxation. These resources supported children's creativity, imagination, literacy development and emotional wellbeing. Children also benefited from access to different areas in the school playground. Including the indoor classroom, a large yard for ring games and bike play and a smaller fenced off area. This variety of spaces supported children's physical development, independence and enjoyment.

Staff engaged with children in a playful way and created a warm, positive environment. Interactions were meaningful and supported children's learning and development. Staff used conversations effectively to extend children's thinking and reflect on previous learning. This demonstrated positive and trusting relationships. For example, during outdoor play, children showed an interest in spiders and other minibeasts. Staff responded quickly by providing magnifying glasses to extend their exploration and shared information on the subject to support understanding. Staff joined children's play while allowing them space to investigate independently. Children benefited from staff who knew when to offer support and when to step back. This helped children develop curiosity, confidence and problem-solving skills through play.

Staff were skilled at promoting literacy and numeracy through interactions, conversations and play experiences. They used techniques such as narration, language modelling and wondering aloud to engage children and extend learning. Staff also used numeracy-rich language naturally throughout daily routines and play. They encouraged children to count, compare and solve problems in meaningful contexts. This helped children develop literacy and numeracy skills through everyday experiences. Children benefited from learning that was responsive and engaging.

Children had daily access to outdoor play within the school grounds. Staff also encouraged families to take part in outdoor experiences through regular visits to local parks and community spaces. Although children did not have direct access to the outdoor area, staff worked hard to ensure they spent time outdoors each day. Staff used walkie-talkies to support a more flexible approach to outdoor play. They consulted with children about when they wanted to go outside and whether they preferred larger or smaller groups. This demonstrated that staff listened to children's views and responded to their preferences. As a result, children experienced regular access to outdoor learning and play that reflected their interests and choices. This supported children's wellbeing and enjoyment.

Planning for children's play and learning was child-centred and responsive to their interests. Staff used observations effectively to inform planning and provide a balance of spontaneous and intentional learning experiences. They also encouraged families to share what their children are learning at home to shape learning in the nursery. One parent shared, "We are always asked to share what our child is learning at home which helps the staff to plan for him".

Observations were detailed and meaningful, capturing children's voices, skills, interests and progress within the context of their play. Staff reflected on previous learning and introduced experiences that extended children's thinking and helped take learning forward. Focused observations were also used to support individual learning and ensure children received appropriate challenge and support. This helped children experience rich, personalised learning opportunities that reflected their interests and supported their development.

Children are supported to achieve 5 - Very Good

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.

Quality Indicator: Nurturing care and support.

Children were happy, settled and secure in their environment. They were cared for by staff who demonstrated kindness, warmth and compassion in their interactions. Children were confident sharing and discussing their emotions and staff were attuned to these. Children showed kindness and consideration to each other, and older children were seen supporting children who were new to the service. These positive relationships helped children feel safe, valued and included. As a result, children experienced a nurturing environment that promoted their wellbeing and emotional development. This was supported through parental feedback which stated, "The most positive aspects are the caring staff, friendly environment, and the variety of learning and play activities. My child enjoys attending and feels happy and comfortable". and "My child is always happy, safe and confident here. Staff are kind and caring, they learn so much, and love playing with friends".

Staff knew children and families well and had built positive, trusting relationships. Staff shared meaningful information with families during drop offs and pickups. These discussions helped ensure children's needs were understood and met consistently. Staff worked in partnership with families to support individual children. Parents commented, "The nursery has an open-door policy so I can talk to them anytime. I know all the staff very well and have a good relationship with all of them". and "The staff are all lovely and go above and beyond to help not only the children but their families too". As a result, children experienced continuity of care and support for their wellbeing and development.

Snack was relaxed, unhurried and sociable. Children engaged in conversations with staff and peers, which supported their language and communication skills. Children demonstrated independence when preparing and clearing away their snack. For example, pouring their own drinks, spreading their own cheese and helping clear the table. Staff remained present throughout mealtimes to promote safety and provide support when needed. As a result, children developed confidence, self-help skills and positive social interactions.

Personal plans were in place for all children and had been created in partnership with families. They contained essential information such as GP details and any dietary or medical needs. The plans were updated regularly and any changes recorded, ensuring they were current and meaningful. One parent shared, "I have regular opportunities to discuss my child's care, play and learning". Children who required any additional support had well documented plans. This included any support from external agencies such as speech and language, or any strategies used both at home and in nursery. As a result, children experienced consistency in their care, which helped them feel secure and supported their overall development.

Family learning was a key strength of the service. Families played an active role in nursery life and contributed in meaningful ways. Staff recognised the importance of building strong partnerships with families. Families helped plan and lead cultural celebrations, which enriched children's learning and promoted inclusion. Staff used information shared by families to build on children's interests and experiences. Stay-and-play sessions, trips and cooking classes strengthened family connections within the nursery community. One parent shared, "The creative stay and play day was fantastic. There are lots of things going on at Ibrox. These opportunities increased families' confidence and involvement in their children's learning. As a result, children experienced a stronger sense of belonging, continuity and support for their development.

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	4 - Good
Leadership and management of staff and resources	4 - 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

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