Lamlash Nursery School
Day Care of Children

67 Skerryvore Road
Cranhill
Glasgow
G33 3LB

Telephone: 01417 743 541

Type of inspection:
Unannounced

Completed on:
21 October 2026

Service provided by:
Glasgow City Council

Service provider number:
SP2003003390

Service no:
CS2003014898

About the service

Lamlash Nursery School is registered to provide a care service to a maximum of 64 children aged three to those not yet attending primary school.

At the time of inspection there were 24 children in attendance on the first day and 26 on the second.

The service is located in the Cranhill area of Glasgow close to local amenities such as parks, shops and shares a campus with a primary school. Children's accommodation consists of a spacious playroom and direct access to an enclosed garden area within the school playground. Children have access to spaces within the campus, including the gym hall, library and pitches.

About the inspection

This was an unannounced inspection which took place on 20 and 21 October 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 using the service
- reviewed electronic feedback from nine families
- spoke with staff and management
- observed practice and daily life
- reviewed documents
- spoke with visiting professionals
- assessed core assurances.

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 having fun indoors and outdoors.
- Management and staff welcomed and collaborated with external professionals to contribute to supporting children's individual needs.
- Quality assurance, self-evaluation and improvement planning were meaningful and having a positive impact on outcomes for children and families.
- Staff should continue to develop their interactions to further support children's play and learning.
- Management should continue to support staff's knowledge and understanding of implementing a rights based approach.
- Management should review procedures at drop off and collection times to support families to be welcomed into the main part of the service.

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	4 - Good

Further details on the particular areas inspected are provided at the end of this report.

Leadership 5 - Very Good

Leadership and management of 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.

Leaders had a clear purposeful vison that focussed on continuous improvement and achieving positive outcomes for all children. They modelled high expectations and created a culture where staff were reflective and supported to deliver a quality service. Parents appreciated the service and the care they provided. One commented, "thank you so much to every single member of staff. You do an amazing job. You are patient, caring, professional and you truly love what you do. You've helped my child grow in confidence, make friends and learn so much. You are all appreciated more than you know."

The vison, values and aims had been recently reviewed and updated in collaboration with staff, children and families. This inclusive approach reflected what was important to everyone, creating shared values that were relevant and meaningful across the setting. Key values such as laughter, meaningful relationships and a sense of belonging where reflected in the ethos of the setting.

Meaningful consultation with children, families and staff was embedded within the service and used a range of approaches, including questionnaires, discussions and family events. Feedback was visibly reflected through the 'you asked, so we did' wall, ensuring everyone could see how their views had informed change. This promoted a strong culture of participation and reinforced that the voices of children, families and staff were valued and influential in shaping service improvement.

Quality assurance was very well led by the management team and demonstrated a clear commitment to continuous improvement. Robust and systematic approaches to self-evaluation enabled leaders to accurately identify strengths and areas for development. Well-considered actions were implemented, resulting in positive outcomes for children and supporting the ongoing enhancement of staff practice.

Self-evaluation and improvement planning were comprehensive and child-centred, with a clear focus on achieving positive experiences and outcomes for children. Leaders demonstrated a strong understanding of how to drive improvement, using evidence gathered through evaluation activities to inform priorities.

For example, a needs analysis carried out by leaders and the team, identified the need to further strengthen staff knowledge and skills in supporting children with English as an Additional Language (EAL) and additional support needs. Targeted professional learning opportunities were having a positive impact on staff confidence, knowledge and skills, supporting them in developing their approach to meet children's individual needs.

This included an EAL (English as an additional language) teacher that worked with children and staff to create a more inclusive environment that supported communication, participation and wellbeing. Storytelling sessions were used to promote children's understanding of inclusion, positive relationships and being role models for others. Sessions began with songs and greetings in different languages, encouraging children to share experiences of their families and home cultures. This helped children feel valued and promoted their sense of belonging.

Staff were actively engaged in leading improvement through a range of champion roles and spoke positively about their contribution to service development. They were able to share the impact of these roles on children's wellbeing and experiences. For example, the implementation of PATHS (a programme that supports children's ability to recognise and manage emotions) had strengthened children's emotional literacy and self-regulation skills. This was helping them to understand and manage their emotions and supporting them to keep themselves and others safe. This demonstrated a strong shared ownership of improvement across the staff team and a positive impact on outcomes for children.

The manager understood the importance of building and sustaining a professional team. Clear processes were in place to support the induction and mentoring of new staff, students and cover staff. These included a mentoring and buddy system, alongside the use of the National Induction Resource (NIR) for all staff. Regular staff meetings, wellbeing check ins and appraisals supported staff in their day to day responsibilities as well as their longer term professional development. Strong leadership was shown from the manager who had high aspirations and led by example. This was contributing positively to staff confidence and wellbeing to deliver quality care to children.

Children play and learn 4 - Good

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 were happy, confident and deeply engaged in their environment indoors and outdoors. They had formed positive friendships that supported their social and emotional wellbeing. Environments were thoughtfully designed and richly resourced to spark curiosity, imagination and creativity. This supported children's confidence in exploring play spaces.

Children enjoyed opportunities to develop their imagination, curiosity and creativity through play experiences. They confidently engaged in role play with dolls both indoors and outdoors. Children demonstrated nurturing behaviours by bathing, dressing and feeding dolls during play. They pushed dolls in a pram, extending their imaginative play and developing their understanding of real life experiences.

Children's language, literacy and numeracy skills were well supported through a range of meaningful play experiences. Children engaged in mark-making indoors and outdoors, enjoyed songs and stories, and developed numeracy through counting and puzzles. Construction play also helped children develop early numeracy and problem solving skills.

Focused initiatives further enhanced children's learning and development. These included English as an additional language storytelling sessions, a lending library and Play Along Maths. These opportunities contributed positively to children's communication, literacy and numeracy development.

Parents were happy with the different activities and experiences for their children. Some of their comments included. "My child always comes home happy and excited to tell me what they've done each day" and "there is a wonderful mix of activities. Including arts and crafts, story telling, messy play, building, puzzles and role play."

Staff engaged positively with children and many interactions supported children's confidence, wellbeing and learning. The majority of staff extended and enhanced children's thinking and learning. However, some interactions became overly structured and directed children's play, reducing opportunities for children to exercise choice, develop independence and lead their own learning. Further development of staff's understanding of when to sensitively intervene and when to step back would support a more consistent approach to promoting child led play.

We shared our observations with leaders and discussed professional learning opportunities to enhance the quality of interactions. Including a greater focus on comments and open-ended questions to enrich children's play and learning experiences. This would strengthen staff skills in promoting children's choice, independence and decision making during play. We suggested using challenge questions within the Care Inspectorate Quality Framework to support reflective practice. This would build staff confidence and promote greater consistency across interactions and learning experiences.

A new planning approach, based on children's interests, ideas and suggestions had been developed to support more meaningful intentional and responsive learning experiences. Some staff shared they were continuing to develop their confidence and skills in using the new format. This new approach had increased opportunities to ensure children's interests, choices and emerging needs informed planning. Staff spoke positively about the changes to planning and shared that it had helped children's engagement in their learning.

Children's learning was regularly shared with families through observations on the digital platform Seesaw. This helped parents feel included in their children's play and learning. Observations generally reflected children's skills and learning; however, we found there were inconsistent approaches to recording observations for children.

Leaders had recognised this as an area for development and shared how this was being supported through training, professional dialogue and peer support. We were satisfied these actions would support consistent approaches to observations that would enhance children's play, learning and progression.

Children are supported to achieve 4 - Good

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

Overall staff were kind, caring and nurturing in their interactions with children. Children appeared secure, relaxed and happy in the setting. They confidently sought comfort, connection and reassurance through cuddles, gentle touch and shared laughter. This contributed positively to children's wellbeing and supported their right to experience warm, responsive relationships. One parent commented, "all staff at Lamlash are fabulous. I see the relationship [my child] has built with them and it gives me confidence to know they are well looked after."

At times, we observed approaches used to support daily routines that did not fully promote children's choice and autonomy. As a result, children were not always supported to exercise their rights consistently. We discussed our observations with leaders and the need to strengthen a more consistent rights based approach across the setting.

Leaders outlined plans to use children's rights to support greater consistency in practice. We agreed this would help children's views, choices and individual needs to be more consistently respected during daily routines. We also signposted leaders to the Care Inspectorate Restrictive Practice Guidance note to support ongoing improvement. We were reassured plans in place would contribute to a more consistent rights based approach for children.

The service recognised that some children required additional support to regulate their emotions and develop positive relationships with others. Children benefitted from a range of targeted approaches, including the Colour Monster story, PATHS and play therapy sessions. These interventions helped children to better understand and express their emotions, supporting their wellbeing and engagement in the setting.

Personal plans contained key information, clear targets and meaningful strategies that supported staff to meet children's individual needs. Plans demonstrated children's progress and developmental progress. Additional comment sheets provided a clear chronology of significant information. This provided staff with information needed to meet children's most current needs.

The service worked closely with external agencies and families to develop detailed individual support plans that helped staff respond to children's individual needs. Staff had identified a need for further training to strengthen their confidence and skills in implementing strategies for children requiring additional support. A programme of neurodiversity training, alongside input from the Early Years Support Service was supporting this. Partners spoke positively about staff's commitment to improving their knowledge and practice to achieve better outcomes for all children.

Overall mealtimes were a relaxed and unhurried experience. A rolling lunch meant children could choose when to eat, supporting a natural ending to their play and contributing to a positive transition. There were opportunities for children to develop independence skills. For example, many children were self-serving their food. A few children were served their lunch by staff. We discussed how extending self-serving opportunities to all children could further support choice, confidence and independence.

Staff sat with children throughout mealtimes, helping promote safety and provide support where required. While staff engaged children in conversations about food and lunchtime routines, there were missed opportunities to extend learning and promote richer social interactions through more meaningful discussion. We suggested strengthening these interactions could further enhance children's communication skills and make mealtimes an even more positive social experience.

During the inspection we observed the majority of parents remained in the foyer when dropping off and collecting their children. We discussed with leaders the importance of families coming into the main part of the setting at these times. We signposted the service to Care Inspectorate's publication "Me, my family and my childcare setting' for further guidance and support.

Relationships with children and families were valued and actively promoted across the service. Families were invited into the service for planned events such as, progress meetings, stay and play sessions and during settling in periods. This contributed to fostering positive relationships and helped families feel included.

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	4 - Good
Playing, learning and developing	4 - Good

Children are supported to achieve	4 - Good
Nurturing care and support	4 - Good

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