Lochview Nursery
Day Care of Children

145 Lochend Road
Easterhouse
Glasgow
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Type of inspection:
Unannounced

Completed on:
10 September 2025

Service provided by:
Glasgow City Council

Service provider number:
SP2003003390

Service no:
CS2003014904

About the service

Lochview Nursery School is a day care of children service located in the Easterhouse area of Glasgow. The service is provided by Glasgow City Council and is registered to provide a care service to a maximum of 55 children, where 40 children are aged three years to not yet attending primary school and 15 children are aged two to under three years.

At the time of inspection there were 34 children in attendance both days.

The service operates from a purpose built, single storey building. Children have access to spacious playrooms and several secure outdoor play areas. The service is located close to local amenities such as, shops, parks, schools and local woodland areas.

About the inspection

This was an unannounced inspection which took place on 9 and 10 September 2025. 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 seven parents and carers
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

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 the following aspects:

- staff deployment
- safety of 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 were nurtured, deeply engaged in quality experiences and having fun.
- Staff knew children well and responded to their individual needs with kindness and respect.
- Rich family engagement opportunities supported strong relationships with children and their families.
- Children were cared for in an environment that was welcoming, homely, cosy and stimulating.
- Management and staff were committed to ensuring they were a highly skilled and confident team who worked well together to provide positive outcomes for children and families.

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

How good is our care, play and learning?	5 - Very Good
How good is our setting?	5 - Very Good
How good is our leadership?	5 - Very Good
How good is our staff team?	5 - Very Good

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

How good is our care, play and learning? 5 - Very Good

We evaluated this key question as very good, where significant strengths supported positive outcomes for children.

Quality indicator 1.1: Nurturing care and support

Children were supported with caring, nurturing and respectful interactions that supported their overall wellbeing. Children received cuddles, reassurance and care from staff that knew them well. This fostered strong attachments between staff and children. Children spoke fondly of staff and told us, "They just love you" and "They are nice, give you cuddles and help you when you hurt yourself." This helped children feel safe, respected and loved.

Children and families were at the heart of the service. Staff took time to get to know children and their families well, promoting positive relationships. This was enhanced through meaningful approaches which included, stay and play sessions, 'come dine with me' where families joined children for lunch, sensitive transitions for children and daily interactions. This supported parents to feel valued and contributed to trusting relationships between them and staff. Some parent comments include:

"I always feel a warm welcome when I enter the nursery. There's never a sense of judgement or scrutiny. The team at Lochview truly makes you feel like a member of their family"

"I feel very at ease with [my child's] keyworker. They are friendly, approachable and always ready to help"

"Staff are so nice and so patient with family members and children."

Children of all ages experienced mealtimes that were relaxed and unhurried. A rolling lunch for older children supported a natural ending to their play before going for meals. Children had opportunities to develop independence and life skills through helping to set the table, self-serving food and pouring drinks. We suggested introducing aspects of this would further enhance younger children's mealtimes. Staff sat alongside children ensuring their safety whilst eating and engaged them in quality conversations. This made it an enjoyable and social experience for children. Feedback we received from parents suggested a food chart would be helpful to let them know what children had eaten in nursery each day. We shared this with leaders and they agreed this is something they would take forward.

Each child had a personal plan that contained important information that supported staff to meet their needs. For example, children's preferred method of communication such as, objects of reference and Makaton signing to help children make their wants and needs known. Plans were regularly updated in collaboration with parents and carers to reflect progress and changes in children's lives. This helped identify strategies to support children's progression in their development. Staff worked closely with families and other professionals to identify strategies and goals to support children with additional support needs. This supported staff to provide care and support that was right for all children. As a result all children were making progress at a pace that was right for them and supported them to flourish as individuals.

Overall medication was stored and administered safely. Medication was located in the playroom which meant it was easily accessed if required in an emergency. We advised minor updates to paperwork that ensured all recorded information was consistent across all medication forms.

Quality indicator 1.3: Play and learning

Children were having fun and deeply engaged in a variety of experiences. They had opportunities to lead their own play and learning, which impacted positively on their development and wellbeing. Staff joined in with play and were responsive to children's interests. They were skilful in knowing when to step back from play and join in again to spark children's interests. For example, children had spotted a spider whilst playing outdoors. The adult responded by providing magnifying glasses and encouraging the children to go on a bug hunt. This captured children's imagination and filled them with excitement as they looked for bugs.

Children's development of language, literacy and numeracy skills were well supported. For example children's understanding of mathematical concepts such as, position and direction were being developed through the use of a digital app. Children were supported to program a sequence of directions to make Sphero's (electronic balls) create patterns with paint on the floor. This was of great interest to children and we observed them spend prolonged periods of time, deeply engaged in this activity. Language and literacy was supported through continuous opportunities for sharing stories, singing and chatting together.

Children of all ages benefitted from free flow access to outdoor areas. Staff had used 'loose parts' materials such as, crates, planks of wood and cable reels to create opportunities for risky and challenging play. This contributed to children's physical development and movement skills. One child told us, "I like climbing. I can climb high and jump down." The rear garden provided opportunities for children to explore nature as they had access to water, and played on trees, mud and grass. Children were having lots of fun playing outdoors. One child commented, "I like playing outside. I like scooshing everybody with the water. It's fun."

Children experienced a balance of planned and spontaneous experiences. Staff used observations, information from developmental trackers, parents suggestions and children's ideas to plan experiences. This ensured learning was meaningful for children, and based on their interests and stage of development. Staff skilfully engaged children in their play and extended learning using a balance of comments and questions, such as, 'what if' and 'what do you think'. This encouraged children's problem solving skills and sustained their interest and motivation in their learning.

Online journals shared information with families about children's individual play experiences and learning. Observations were being completed for children and contained information of their skills and learning. We found there were inconsistent approaches to recording observations for children. Leaders had identified this as an area for development and shared plans to address this. We were satisfied plans would support consistent approaches to observations that would enhance children's play, learning and progression.

There was a strong focus on family engagement to enhance children's play, learning and development. Opportunities for children and families to play and learn together at home were encouraged through a lending library, play along maths bags and cook with me bear. Younger children's home link bags included, toilet training, dummy fairy and bedtime bear. This helped parents support children with key stages of their development. All staff strongly agreed home learning was a key strength of the service and told us, "We have a very successful family learning programme which is responsive to children and families" and, "Our nursery has achieved significant success by fostering strong home links and encouraging active parental involvement." This collaborative approach ensured parents were valued and engaged in their children's development and learning.

How good is our setting? 5 - Very Good

We evaluated this key question as very good, where significant strengths supported positive outcomes for children.

Quality indicator 2.2: Children experience high quality facilities

Children were cared for in an environment that was well furnished, stimulating and inviting. Foyer areas displayed photographs of staff and information which supported a welcoming environment. Children had access to their own cloakroom space to keep personal items. This sent the message to children and families that they mattered. Environments were enhanced with fairy lights, branches, attractive displays and soft furnishings to create a warm and homely feel.

Environments were structured to take account of children's stages of development and learning. Consideration had been given to play spaces and there was ample space for children to play independently or in groups. Toys and resources including natural materials were easily accessible and organised to promote curiosity. This supported children's independence and helped them make choices to suit their interests and play choices. Cosy areas indoors and sheltered areas outdoors provided spaces for children to rest and relax.

Children's health and wellbeing was supported through access to several safe and secure outdoor play spaces. The outdoor area provided a range of spaces for the development of physical skills and exploration. For example, a large play park space with climbing frame and bikes provided opportunities for climbing, running, sliding and cycling. Parents commented positively on the outdoor environment. One said "My child enjoys the outdoors and takes every opportunity to be out. The play park is amazing, the mud kitchen and homemade fire engine are brilliant."

Children's health, safety and wellbeing was supported through daily risk assessments of the indoor and outdoor environments. In addition to this staff continually assessed and responded to risk throughout the session. Staff recorded any potential risks and used this to inform change. For example, high handles and safety locks had recently been installed on doors and staff used Care Inspectorate's keeping children safe (SIMOA) guidance to help minimise the risk of children leaving the setting unnoticed. We suggested including children and families in learning about SIMOA would further enhance the good safety practices already in place.

The service had positive and strong links with the local community. Staff shared this was a key strength of the service and told us, "Lochview has a central part to play in our local community. We have strong links with feeder schools and projects such as the Fayre allotments. We participate in local litter picks to improve our local environment. We visit our local care home to foster intergenerational links." This supported with community connections and helped children feel a sense of belonging in their local area.

How good is our leadership? 5 - Very Good

We evaluated this key question as very good, where significant strengths supported positive outcomes for children.

Quality indicator 3.1: Quality assurance and improvement are led well

Leaders were friendly, approachable and engaged well with the inspection process. They were receptive to feedback and willing to make improvements to ensure positive outcomes for children and families. Staff

told us they found leaders to be supportive and approachable. One staff member commented "[The manager] is very supportive and approachable. They have a good relationship with staff and will always offer support. I feel fully supported by all of the management team." This meant staff were supported and motivated to provide care to children and their families.

Staff and management had created a shared vision of what was important in the setting. The vision, values and aims of the service were embedded in practice and reflective of children's experiences. The core values of nurture, inclusion and family engagement created a nurturing and respectful learning environment which valued children as individuals.

The service improvement plan had clear priorities and targets to support improvement that were informed through self-evaluation. Staff contributions were valued and leadership roles based on staff's individual skills and interests played a significant part in development of the service. Staff spoke passionately about the improvements they were involved in and we found aspects of this reflected in practice. For example, the outdoor champion had attended Stramash training and had used their learning to identify improvements to children's outdoor learning experience and the outdoor environment. As a result children of all ages now benefitted from free flow access to outdoors and thoughtfully resourced outdoor spaces that promoted their learning, development and wellbeing.

Leaders understood the importance of consultation with children, families and staff. Regular team meetings and opportunities to communicate empowered staff to discuss, identify and take forward areas of improvement. One staff member commented, "We are all encouraged as a staff team to reflect on our practice. We have input in looking at the service we provide and how we can improve." Consultation with parents was sought through questionnaires, feedback for family engagement and ongoing conversations. Some results were displayed in areas that families did not have access to. We suggested sharing results of feedback through newsletters or displays at entrances would allow parents to see how their contributions helped shape the service.

Consultation with children was taking place on a regular basis through planning, mind maps, how I'm feeling board and daily conversations. Children's comments, ideas and suggestions were captured in displays throughout the environment. This sent the message their voice mattered. We suggested consultation could be extended to younger children using photos to help them share their likes and dislikes.

How good is our staff team? 5 - Very Good

We evaluated this key question as very good, where significant strengths supported positive outcomes for children.

Quality indicator 4.3: Staff deployment

Children were cared for by a nurturing, caring and dedicated staff team, that were focussed on their needs. Staff showed genuine care and interest in children's lives, development and learning. Children continually experienced supportive interactions delivered with respect, warmth and kindness. This promoted positive attachments with children and trusting relationships with families. Parents valued the care their children received and spoke highly of the management and team. Some comments included:

"[My child] is thriving and receiving excellent care from the entire nursery staff. My [child] and I absolutely adore Lochview nursery. I am incredibly grateful to the team for all they have done and continue to do for our family."

"All staff are professional, friendly and approachable. They have a thorough understanding of my child's development and needs. The Headteacher is an asset to the establishment. They and their team are a credit to early years in Glasgow City Council."

Staff told us a strength of the service was that they worked well together as a team, and we observed this in practice. Staff communicated when moving areas or when children were moving between areas to ensure children's safety and play choices were followed through. As a result children benefitted from a staff team that worked together to support them to be safe, happy and participate in quality experiences.

Staff shared there had been some staffing challenges earlier in the year and this had been a difficult period of time for them to consistently meet individual children's needs. At the time of inspection we found staffing levels had improved and this had made a positive impact on staff's wellbeing and motivation. We found effective staff deployment within the setting meant that children's needs were being met by the right number of staff throughout the day.

Staff were committed to their continued professional development and this was actively encouraged within the service. Staff's existing skills were recognised and utilised to enhance experiences for children. For example, a member of the team had qualifications in football coaching and implemented weekly 'mini kickers' sessions for children. Staff had attended training that built on and enhanced their practice. This included autism awareness, nurturing my potential and bookbug (an initiative that promotes children's language development). Staff spoke positively about their learning and how it improved outcomes for children. One staff member told us, "My professional development has significantly improved my ability to create a nurturing and stimulating environment for children. As a result, children are more engaged, confident and eager to learn. This has positively impacted on their overall wellbeing."

Staff were confident in policies and procedures for safeguarding and protecting children. They were familiar with paperwork to be completed and how to refer to relevant agency if necessary. Annual child protection training helped refresh staff's knowledge and kept them up to date with most current procedures. This helped keep children safe and protected.

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

How good is our care, play and learning?	5 - Very Good
1.1 Nurturing care and support	5 - Very Good
1.3 Play and learning	5 - Very Good

How good is our setting?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very Good

How good is our leadership?	5 - Very Good
3.1 Quality assurance and improvement are led well	5 - Very Good

How good is our staff team?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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