Renfrew Street Nursery School
Day Care of Children

256 Renfrew Street
Glasgow
G3 6TT

Telephone: 01413 323 236

Type of inspection:
Unannounced

Completed on:
10 December 2025

Service provided by:
Glasgow City Council

Service provider number:
SP2003003390

Service no:
CS2003014924

About the service

Renfrew Street Nursery School is registered to provide a care service to a maximum of 40 children. At the time of inspection there were up to 24 children attending.

The service is situated in the centre of Glasgow. The premises are a converted two storey Victorian house. Children using the service have access to both floors within the premises and an enclosed garden area. It is close to shops, local amenities and public transport routes.

About the inspection

This was an unannounced inspection which took place on 9 and 10 December 2025. 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:

- spoke with children using the service and their families
- spoke with staff and management
- observed practice and daily life
- reviewed documents
- assessed core assurances, including the physical environment.

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 the service is operating legally. At the time of this inspection, no improvements were identified relating 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's wellbeing was promoted through nurturing care and support.
- Children were happy and engaged as they played.
- Children played in a calm welcoming space that encouraged their creativity and imagination.
- Daily opportunities to be outdoors supported children's health and wellbeing.
- Staff worked well together to meet children's needs.
- Quality assurance, self-evaluation and improvement planning were meaningful and having a positive impact on the 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

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

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 had a warm, nurturing ethos. This was evident by the welcome children received on arrival from all staff, and the kind, caring relationships we saw between practitioners, children and families. Parents told us "Staff are very welcoming, accommodating, approachable and friendly."

The service was responding appropriately to recent changes in management by reviewing its vision, values, and aims. This was a timely opportunity to update the direction of the service. The manager had a clear understanding of what they wanted the service to offer, including a focus on wellbeing, nurture and learning. Some of these aspects were already visible in practice. Evidence showed the manager was working with children and families to create a clear vision statement, for example parents had returned questionnaires with constructive comments. This will help everyone understand and share the service's vision and values, and support delivery of high-quality, child-centred care.

The manager had created an inclusive and supportive environment. This helped staff feel motivated, more confident, and understand why changes were happening. Staff were provided with a clear document of expectations to guide them through the changes, ensuring clarity and consistency. Staff were keen to contribute and participate when making improvements, demonstrating there was an appropriate pace of change. This helped drive improvement and ensured children received a safe, high quality, learning environment.

Management demonstrated strong leadership and a clear commitment to improving the service. All staff were included through in service days, moderation and staff meetings. The improvement plan was well considered and reflected the service's priorities. The manager worked with Leaders of Early Learning to review practice and identify training needs. For example, using floor books to capture children's voices and ideas and meet their developmental needs. Staff told us training gave them clear guidance and created a consistent approach. This contributed to improved learning experiences where children enjoyed activities that matched their interests and needs.

Quality assurance processes were systematic and purposeful. Management carried out audits of children's personal plans, learning journals, and literacy and numeracy trackers were completed. This was having a positive impact on outcomes for children as the information gathered was used to inform change. They had introduced accessible formats to ensure personal plans reflected children's current needs, with strategies to support these effectively. Staff also completed a self-evaluation audit of outdoor resources, and ordered new materials to promote curiosity and challenge. This meant staff could respond to children's changing needs, resulting in positive outcomes for children's development and learning.

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 were relaxed, happy and engaged in play. They could move freely between three playrooms on two levels and the outdoor area. Staff communicated well using walkie talkies to accommodate children's requests. This respected children's choice and access to outdoor play.

Outdoor learning experiences were promoting children's physical health by offering opportunities for active play. This included a mud kitchen, grassed area, garden boxes and some wheeled toys. Games included what's the time Mr wolf, hide and seek and hopscotch. Mostly children used the space to play together imaginatively. Staff had recently ordered additional resources and we agreed further resources that spark curiosity and challenge would enhance children's creativity and problem solving skills.

Staff understood strategies to support children with additional support needs. They worked closely with parents to create plans that gave children time to settle and for support strategies to develop. Visual communication tools were used to help children express their choices and emotions. This helped staff to interact sensitively and supported all children to be included in the play environment.

Playrooms were calm and attractive with soft lighting and uncluttered space. A variety of resources indoors supported play experiences. For example, the home corner supported imaginative play with a range of household items and dressing up clothes. The art and craft area looked exciting and children had fun painting and creating patterns in shaving foam and making a drum and a trumpet with junk modelling. Artwork displayed on the walls showcased children's work, creating an environment where children felt valued for their work. In the dedicated block room, children had built a block Christmas tree and fire place. Overall this meant that children could play in a calm welcoming space that encouraged their creativity and imagination.

Opportunities to develop literacy, language and numeracy skills were evident. Literacy had been a focus for improvement and there were a variety of experiences provided. Children enjoyed a range of media for mark making, such as paint, shaving foam and pencils. Storytelling and singing took place throughout the day. The use of environmental print, such as signs, children's writing and comments, provided opportunities for children to recognise and become familiar with letters. Some mathematical language was used when counting games were played in the garden, and when measuring structures in the block room. As a result, children were supported to develop key language, literacy and numeracy skills through their play experiences.

Staff used online learning journals to communicate with families, sharing photographs of the wide variety of activities children participated in. We suggested developing the recording of observations to enable staff to interpret children's interests and plan next steps that extend thinking. Management agreed and had arranged training for staff. This will enhance an enabling, challenging environment and enrich children's play.

Children are supported to achieve 4 - Good

Quality indicator: 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.

Staff were kind, caring and nurturing towards children. They were responsive to children's cues and requests and offered praise, encouragement and reassurance when needed. Staff's quiet and sensitive approaches and communication as a team contributed to children's emotional wellbeing and sense of security. As a result children were settled and feeling safe and secure.

Staff respected children's privacy and dignity during personal care. They were nurturing when supporting children, inviting them to get changed and putting them at ease through calm conversation. This respectful approach ensured that children felt valued, relaxed and comfortable.

Overall, children enjoyed snack and mealtimes which were relaxed and unhurried. At snack time children picked a picture and invited their friend for snack. This encouraged positive interactions and friendships. Children were encouraged to be independent, and offered choice by choosing where to sit, serve themselves and pour their own drinks. One child enjoyed using their napkin to protect their clothes and proudly encouraged others to do the same. During lunch staff ate alongside children, modelling good habits and encouraging conversation. This promoted a safe, sociable mealtime experience.

All children had a personal plan, incorporating information shared by families, to inform staff of children's individual needs. We found that some plans had limited information. Management had identified this as an improvement priority and had recently introduced new formats that were easily accessible for staff. They contained strategies to support children, what was important to them and noted any updates. We acknowledged these would be responsive to children's needs and support their development, health and wellbeing.

We were confident that staff had the knowledge and skills to protect children from harm. They completed child protection training, which enhanced their ability to recognise and respond to concerns and increased their confidence in safeguarding. Management also demonstrated a clear understanding of their responsibilities and were well-prepared to work with external agencies to ensure children's safety.

Family involvement encouraged consistency between the home and the setting supporting positive outcomes for children. Daily communication during drop off and collection, newsletters, learning journals and parent's nights kept parents informed. One parent commented, "We held a parent's meeting where we discussed our child's development and had the opportunity to feedback on areas we feel we need to be focussed on." Other families told us they felt involved and informed about their child's care and development. The new manager told us they were continuing to explore ways to strengthen this further.

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

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

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.com

Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

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 cànain eile ma nithear iarrtas.

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.