St. Bridgets Nursery Class
Day Care of Children

St. Bridgets Primary School
Camp Road
Baillieston
Glasgow
G69 6DF

Telephone: 01417 711 294

Type of inspection:
Unannounced

Completed on:
13 May 2026

Service provided by:
Glasgow City Council

Service provider number:
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Service no:
CS2003014935

About the service

St Bridget's Nursery Class is a day care of children service located in the Baillieston area of Glasgow. The service is registered to provide care to a maximum of 25 children. The service is term time and currently provides a morning session for children aged three to not yet attending school. At the time of inspection there were 11 children present on the first day and 10 children present on the second day.

Children's accommodation consisted of two main playrooms and a secure garden space. They have access to wider school facilities such as, the gym hall and larger playground. Children and families have their own separate entrance and cloakroom space. The service is located close to local amenities such as, parks, shops and transport links.

About the inspection

This was an unannounced inspection which took place on 12 and 13 May 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:

- spoke with children using the service
- spoke with four parents and reviewed electronic feedback from six families
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

Key messages

- Staff were kind, warm and nurturing in their interactions with children.
- Children's rights were actively championed and their individual needs responded to with kindness and respect.
- Children were confident, deeply engaged in quality experiences and having fun.
- Rich family engagement opportunities supported strong relationships within the service.
- Quality assurance, self-evaluation and improvement were meaningful and having a positive impact on outcomes for children and families.
- Management and staff were committed to ensuring they were a highly skilled and confident team who worked well together to provide a high quality service for children and their 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	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

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 and staff were highly committed, motivated and professional, which contributed to a nurturing, well organised and child centred environment. The setting's vision, values and aims had recently been reviewed in meaningful partnership with staff, children and families. This collaborative process ensured that the shared vision genuinely reflected what mattered most to the whole community.

Key aims, such as, creating a caring, welcoming and stimulating environment where children felt safe, valued and secure were clearly embedded in daily practice and reflected the ethos of the setting. As a result, children experienced warm, trusting relationships and a high quality learning environment that supported their wellbeing, confidence and engagement.

Ongoing self-evaluation was taking place against the national frameworks and guidance. This provided opportunities for staff to reflect on practice and enabled the setting to identify meaningful areas for development and create clear priorities for improvement. The pace of change was carefully considered, ensuring all staff were included and contributed to the improvement journey together. This allowed for meaningful reflection, deeper engagement with improvement priorities and sustained progress over time.

For example, staff had been working closely with management and Glasgow City Council Leaders of Early Learning to develop their skills in observation, planning, assessing and tracking children's learning and development. This collaborative approach had strengthened staff knowledge, skills and confidence, and resulted in robust processes that supported high quality practice. As a result, children experienced well planned, meaningful play and learning opportunities that promoted their progress and development.

A collaborative approach to self-evaluation was embedded across the service, with children, families, and staff actively encouraged to contribute to its development. Feedback was routinely gathered through a range of methods and used effectively to inform planning and improvement activity. One parent commented, "we have had questionnaires to allow points of view from parents and the nursery is involved with the parent council." This inclusive approach strengthened the quality culture and helped ensure the service remained responsive to the needs of its community.

To further enhance processes, we suggested that the service share actions taken in response to parental feedback through newsletters or digital platforms. This would demonstrate to parents how their views had directly influenced change and improvement within the setting.

Leadership was encouraged at all levels, creating a culture where staff felt included, empowered and valued. They were given meaningful opportunities to lead change by taking responsibility for priorities within the setting's improvement plan. Staff led targeted initiatives to enhance children's numeracy skills. They had used their knowledge to resource the environment effectively and plan developmentally appropriate, challenging experiences, including family engagement through Play Along Maths sessions. This work had a clear impact, with children using counting naturally in their play, recognising numbers with

increasing confidence and applying problem solving skills. Learning was further extended at home as families borrowed mathematical games, supporting continued progress in early numeracy.

Leaders understood the importance of building and sustaining a strong professional team. Staff appraisals had been used to identify individual training needs, and staff shared their learning through peer modelling and sharing new knowledge with colleagues. They were able to reflect on the impact of their professional learning, describing increased confidence in using language to promote children's rights and to support children in identifying and regulating their emotions. This was clearly evident in practice, where children were observed expressing their feelings more confidently and using strategies to manage their emotions.

Children play and learn 5 - Very Good

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 experienced a rich, enabling environment where their right to play was fully realised. They demonstrated high levels of engagement and motivation across a variety of play experiences. The service was thoughtfully designed and resourced to spark curiosity, imagination and creativity. This supported children's confidence in exploring and adapting play spaces, that promoted their independence and ownership of their learning.

Children were relaxed, happy and having fun. They were deeply engaged in outdoor experiences such as riding bikes, making birthday cakes in the sand and planting. A selection of loose parts, including wheeled crates, tubes and hoops, had been available to support children's creativity and imagination. We observed children pushing each other in the wheeled crates, which led to shared laughter, squeals of delight and visible joy on their faces. These experiences promoted positive relationships and strengthened friendships as children played together, cooperated and supported one another.

Planning approaches provided a balance of intentional and spontaneous learning opportunities. Staff used observations, information from parents and what children said to plan experiences. This meant learning was meaningful for children and based on their interests and stage of development. Floor books were used to record children's voice and experiences, and allowed them to revisit and consolidate their learning.
Parents and children spoke positively about their experience, some of their comments included:

"Strong relationships have been fundamental and my child has been at the centre of their learning since they started."

"Staff are amazing my child has come on leaps and bounds in the short few months they have been at nursery."

"I love drawing. I like drawing unicorns and rainbows."

"I like making sand pies and birthday cakes in the sand."

Children's play, learning and development was further enhanced through staff responding to their interests and facilitating their play choices throughout the session. Staff skilfully engaged with children using a

balance of comments and questions, such as, 'what if' and 'how could we'. This encouraged children's problem solving skills and sustained interest and motivation in their learning. As a result children were deeply engaged in play for prolonged periods of time.

Children's development of language, literacy and numeracy skills were well supported through the richly resourced environment. They had plentiful opportunities for reading stories, singing songs and mark making. Staff's natural interactions further extended learning and developed vocabulary by introducing words such as, pre-historic, omnivore and abstract. Children's skills in numeracy and literacy were further strengthened through learning at home opportunities, including mathematical games and a lending library. This encouraged parents and children to play and have fun together. This shared learning had supported children's confidence and enabled them to use their developing skills meaningfully in their play.

Children's learning was shared with parents through daily conversations and regular updates on the digital platform Showbie. Parents were also encouraged to share learning from home, allowing children's achievements to be celebrated in meaningful ways. As a result, families were actively involved in their children's play, learning and development.

Children are supported to achieve — 5 - Very Good

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.

Staff demonstrated warm, respectful and caring interactions with children. Relationships were strong and consistent, with staff using gentle tones, showing patience and kindness, and supporting personal care with sensitivity, privacy and dignity. Children's consent, opinions and choices were routinely sought, reinforcing a culture of respect and trust in line with respecting the rights of children. Parents valued and appreciated the care their children received. Some of their comments included:

"The most positive thing about the nursery is the staff members. I'm able to trust they'll look after my child and for me to feel comfortable leaving my child with people is the most important thing."

"I'm extremely comfortable leaving my child in the care of staff at nursery. They are all very loving, caring and kind to all the children."

Staff shared a strong commitment to nurturing, care and support and used a variety of ways to ensure children's wellbeing was consistently supported. Approaches included, wellbeing check ins using feelings visuals, colour monster story and props and emotion works strategies (a programme that helps children build emotional literacy and self-regulation skills). This encouraged children to identify and talk about their feelings with others and equipped them with strategies to support their emotional regulation. This contributed to a strong sense of emotional security and wellbeing for children.

Snack time was relaxed and unhurried. Children were able to choose when to leave their play, allowing a natural ending to activities and supporting positive transitions. They had opportunities to develop independence by self-selecting food items, collecting their drinks and tidying away their dishes. Staff sat with children providing gentle support and engaging children in social conversations. This made mealtimes and enjoyable and sociable experience for children.

Children's wellbeing and development was supported through strong personal planning. Plans contained important information that supported staff to meet their needs. This included children's likes, dislikes, dietary needs, medical needs and language spoken. 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. One parent we spoke with, told us, the care and support their child received was "phenomenal". As a result all children were making progress at a pace that was right for them and supported them to flourish as individuals.

Children and families were at the heart of the service. Visits to nursery prior to children starting played a significant role in building early relationships and supporting positive transitions. Staff took time to get to know children and their families well. Connections were strengthened through meaningful family engagement opportunities, such as, stay and play sessions, play along maths sessions and parents meetings. This supported parents to feel valued and contributed to trusting relationships between them and staff.

What the service has done to meet any areas for improvement we made at or since the last inspection

Areas for improvement

Previous area for improvement 1

The provider must ensure that the recording of information within the administration of medication forms meet best practice guidelines including but not limited to:
- parental signatures to confirm medication has been given to the child previously in case of allergic reaction
- dates and times medications are administered
- dosage of medication administered
- detailed symptoms for administering medication.

NCS 3: Early Education and Childcare up to the age of 16 - Health and Well-being.

This area for improvement was made on 6 March 2018.

Action taken since then

The service has taken action to improve the recording of medication administration. Staff consistently document all required information, including parental confirmation that medication has been previously given, clear dates and times of administration, accurate dosage, and detailed symptoms that justify the need for medication. As a result children receive medication safely and in line with best practice guidance to meet their health and medical needs.

Therefore we were satisfied this area for improvement has been met.

Previous area for improvement 2

The provider should consider the pace of the day and increase the variety of resources used within the nursery to promote children's learning and development. Increased access should be given to creative, imaginative, explorative, sensory and natural experiences and those that support schemas for children.

NCS 5: Early Education and Childcare up to the age of 16 - Quality of Experience.

This area for improvement was made on 6 March 2018.

Action taken since then

The service had made improvements to the pace of the day and increasing the variety of resources available to children. Children have improved access to a wider range of creative, imaginative, explorative, sensory, and natural materials. This has improved opportunities for children to follow their schemas, express their ideas, and engaged in their play.

Therefore we were satisfied this area for improvement has been met.

Previous area for improvement 3

The service should review and develop their paperwork relating to personal plans to ensure that the information being recorded is meaningful, clear, allows effective monitoring of children's progress and links into planning for learning.

NCS 6: Early Education and Childcare up to the age of 16 - Support and Development.

This area for improvement was made on 6 March 2018.

Action taken since then

The service has successfully reviewed and developed its personal planning paperwork, resulting in clearer, more meaningful information that supports effective monitoring of children's progress. Personal plans now contain well organised, relevant details that reflect children's individual needs, interests, and stages of development. Staff are using this information more effectively to plan for children's learning, ensuring that experiences are responsive and developmentally appropriate.

Therefore we were satisfied this area for improvement has been met.

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	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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