St. Fillans Nursery Class
Day Care of Children

St. Fillans Primary
20 Crompton Avenue
Cathcart
Glasgow
G44 5AF

Telephone: 01416 378 750

Type of inspection:
Unannounced

Completed on:
1 October 2025

Service provided by:
Glasgow City Council

Service provider number:
SP2003003390

Service no:
CS2003014937

About the service

St Fillans Nursery Class is provided by Glasgow City Council. The nursery is registered to provide a care service to a maximum of 40 children age 3-5 years.

At the time of inspection 26 children were in attendance.

The service is located in the southside of Glasgow, close to local amenities such as shops, parks and schools. The children are accommodated within one large playroom, split in two. Children had direct access to a spacious outdoor areas. They also had access to a further outdoor area and 'forest area' on the premises.

About the inspection

This was an unannounced inspection which took place on Tuesday 30 September and Wednesday 1 October 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
- spoke with staff and management
- observed practice and daily life
- reviewed documents
- received electronic feedback from 12 parents/carers

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 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 were nurtured, deeply engaged in quality experiences and having fun.
- Staff knew children well and responded to their individual needs with kindness and respect.
- The involvement of children and families in improvement processes supported strong relationships with children and their families.
- Children's play and learning was enhanced by through responsive interactions with staff.
- 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

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

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: Leadership and management of staff and resources

The service had clearly defined vision, values, and aims, which had been shared with families. These were currently being reviewed in collaboration with parents, to ensure they reflected the nursery's ethos and individuality while remaining connected to the wider school community.

An improvement plan was in place to guide self-evaluation and address the service's specific needs. Progress was being made, including involving children in the development of outdoor spaces. Staff, families, and children actively contributed to evaluations and service improvements. Parents were consulted through questionnaires, and a parent group was being developed to support this process.

Children's voices had significantly influenced the outdoor area, with staff responding to their suggestions by creating features such as a fairy garden and outdoor furniture. This approach demonstrated the ethos of the service which clearly aligned with the principles of the United Nations Convention on the Rights of the Child (UNCRC).

A quality assurance calendar supported ongoing monitoring and auditing of personal plans, medication, and accident records. Peer observations encouraged professional dialogue among staff, helping to improve practice and outcomes for children. Staff held champion roles in key areas such as UNCRC and Promoting Alternative Thinking Strategies (PATHS). PATHS is a programme designed to facilitate the development of emotional awareness problem-solving skills. Staff were confident in sharing with us and understood their responsibilities in enhancing outcomes for children and families. We concluded the approaches to quality assurance, and improvement planning was supporting staff to work towards the same goals to provide high quality care play and learning for children.

Leadership recognised the importance of maintaining a stable and skilled team to support the wellbeing of children and staff. The current team demonstrated strong alignment with the service's values and ethos. Regular team meetings provided opportunities for staff to reflect on their practice and review the improvement plan. Structured induction processes supported new staff and students, with mentors assigned to help them settle into their roles and routines.

Children benefitted from a passionate and competent staff team committed to delivering high-quality care, play, and learning. One staff commented, 'I am a proud member if the staff team here at Saint Fillan's. We strive to provide a safe, secure, happy environment in which children can thrive and go out into the world and become lifelong learners. We have happy children who enjoy learning.' Staff engaged in ongoing training and applied evidence-based practices to ensure the best outcomes for children and families.

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 developing

Children were observed to be highly engaged and enjoying their play experiences. They participated in both individual and group activities for extended periods, demonstrating sustained interest and focus. The service promoted autonomy by allowing children to lead their own play and make independent choices, including when and where to play outdoors. This approach supported their confidence and decision-making skills.

The learning environment was rich and stimulating, offering high-quality, well-presented experiences that sparked curiosity and imagination. Resources such as a tinker tray, a well-equipped outdoor area, and a home corner with real-life materials supported the development of a wide range of skills. One parent commented, 'My child has had a very positive nursery experience so far and this is due to the hard working staff planning engaging learning experiences and play opportunities both within and outwith the nursery.'

Children's communication and numeracy skills were effectively supported through responsive staff interactions. Practitioners modelled language and used developmentally appropriate questioning to extend vocabulary and understanding. For example, descriptive terms like "bigger," "narrow," and "wide" were used during play with tyres. The daily routine was well-paced and balanced, respecting children's right to play. Group activities such as story and song times were offered, and children were encouraged to join when ready, allowing them to naturally transition from their play to other parts of the day, such as snack time. This supported children's right to play and have their voices heard.

Planning was child-centred and responsive to children's interests and developmental stages. Children told us, 'I like playing with the dinosaur toys and my friends. I like watching the caterpillars grow their cocoons and turn into butterflies' and 'What I like about nursery is hopping and drawing. The teachers are special.' The planning process had evolved over recent years, with staff reflecting on and adapting their approach to better capture and support children's progress. Children's development was tracked using digital tools across core curriculum areas. Lead staff regularly reviewed these trackers with keyworkers to identify and address any gaps in learning. For instance, a need for more digital resources was identified, leading to increased opportunities for digital learning and subsequent progress.

The service had begun implementing a new digital app to record and share children's observations with families. In addition, children maintained personal paper journals, enabling them to revisit and consolidate their learning. While staff collected a substantial number of observations, there was an ongoing focus on streamlining documentation to highlight significant learning, achievements, and inform next steps effectively.

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

Staff demonstrated a warm, kind, and nurturing approach in their interactions with children. They knew the children well and were attentive to their individual needs, offering comfort and reassurance when required. A child-centred approach was evident in the way transitions were managed, particularly for children starting at the service. These transitions were tailored to suit each child's individual needs, and a strong partnership with the local school further supported smooth transitions. Information was shared appropriately to ensure continuity and progression, helping children feel safe and secure during periods of change.

The environment was thoughtfully designed to include cosy spaces where children could rest and relax, contributing to their sense of safety and security. One parent commented, 'Upon settling my child, all staff present were lovely friendly and approachable and went above and beyond to ensure my child felt safe in their new environment and gradually settled into given hours.' Resources were available to support children with differentiated needs, helping them to regulate their emotions effectively. The overall atmosphere was warm and welcoming, reinforcing a sense of care and belonging.

Mealtimes were calm, sociable occasions where children enjoyed a variety of nutritious foods. These times also provided valuable opportunities for children to develop independence and life skills through self-serving. Staff sat with the children, engaging them in conversation and ensuring a safe and enjoyable dining experience.

Each child had a personal plan in place, containing essential information to support their individual needs. Discussions with management and staff highlighted the potential to further enhance these plans by incorporating more detailed knowledge that staff already possess about the children, ensuring a fuller picture of each child's development. For children with additional support needs, specific strategies were identified and implemented. Staff worked closely with families to maintain consistency in care and ensure that each child's needs were met effectively.

The importance of fostering positive relationships with families was clearly understood and reflected in the service's improvement plan, which prioritised family engagement. Parents were regularly present in the environment, and the service recognised the value of further enhancing these relationships by encouraging family involvement during drop-off and pick-up times. This approach is currently under review in alignment with the improvement plan. Parents have already been welcomed into the service for activities such as storytelling and contributing to the development of the outdoor area. Plans are in place to expand this engagement, with parents being invited to suggest and participate in activities such as walks and dance classes. Overall, there were strong and positive connections between the service and families.

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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