St. Paul's Nursery Class
Day Care of Children

St. Paul's Primary School
85 Anwoth Street
Glasgow
G32 7RR

Telephone: 01417 786 227

Type of inspection:
Unannounced

Completed on:
3 June 2026

Service provided by:
Glasgow City Council

Service provider number:
SP2003003390

Service no:
CS2003014938

About the service

St Paul's Nursery Class is a day care of children service located in the East End of Glasgow. The service is registered to provide care to a maximum of 40 children aged three years to not yet attending school. At the time of inspection there were 21 children present on the first day and 21 children present on the second day.

Children's accommodation consisted of two spacious playrooms, secure garden space and an outdoor classroom. Children had access to wider school facilities such as, the gym hall, and the larger playground, including a large wooded natural area. The service is close to local amenities such as, Tollcross park, libraries, shops and transport links.

About the inspection

This was an unannounced inspection which took place on 2 and 3 June 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 seven families
- spoke with staff and management
- observed practice and daily life
- reviewed documents
- 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 the service is operating legally. At the time of this inspection, no improvements were identified relating to core assurances.

Key messages

- Staff were warm, loving and nurturing in their interactions with children.
- Children were confident, deeply engaged in quality experiences and having fun.
- Staff had positive relationships with children and families.
- 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 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 motivated, reflective and committed to delivering a high quality service.

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 a shared vision that was relevant and meaningful across the setting. Key values such as, love, nurture, respect and kindness were central to the ethos and were strongly evident in daily practice. Children were familiar with these values through visual prompts, such as, take home bears and room displays, and through consistent language used by staff. This supported a positive, values led culture where children experienced warm, respectful relationships and a sense of belonging.

Leadership was particularly strong, with leaders driving improvement through alignment with national policy frameworks such as, GIRFEC (Getting it Right for Every Child), children's rights, nurture principles and 'Realising the Ambition'. This strategic approach supported practice that was firmly grounded in national guidance. This resulted in children experiencing consistent, nurturing and right's based care that supported their wellbeing and development.

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.

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 and literacy skills. They had used their knowledge to resource the environment effectively and plan developmentally appropriate, challenging experiences. This contributed positively to children's learning, development and attainment.

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, "The staff are open to feedback and ideas to improve the service." Action taken as result of feedback was shared with families through a display board in the cloakroom. This helped children and families to see how they had affected change and sent the message their voice mattered.

Systematic quality assurance processes were in place to audit and monitor key aspects of practice. This included medication, personal plans, accidents and incidents, staff training, child protection and

chronologies. Leaders used the information gathered to identify actions and implement improvements where needed. This supported consistency in children's care, health and wellbeing needs being met.

Leaders understood the importance of building and sustaining a strong professional team. Induction processes supported new staff to develop their awareness of the setting and needs of the children. This provided a clear overview of their role and responsibilities and helped them to meet children's needs.

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 and stimulating range of play and learning opportunities across the setting. They were consistently happy, motivated and confident in directing their own play both indoors and outdoors. The carefully considered environment, shaped through ongoing improvement planning, created a natural, nurturing and enabling space where play was firmly at the heart of learning. As a result, children were able to follow their interests, make choices and engage in meaningful, purposeful experiences that supported sustained engagement.

Children demonstrated high levels of curiosity and involvement during water play. They explored coloured and numbered fish, confidently counting, grouping and comparing quantities. This provided effective opportunities to develop early numeracy skills in a playful context. Sensory experiences were enhanced through the addition of bubbles and natural materials, encouraging children to investigate, experiment and problem solve.

Children showed a strong interest in nature and the world around them. Groups of children collected leaves and searched for insects, linking naturally to recent learning about ladybugs. Staff skilfully extended this interest, enabling children to use natural materials creatively in the mud kitchen. These experiences demonstrated responsive planning that built on children's interests, supporting deeper learning and connection to the natural environment.

The outdoor environment provided opportunities for physical development. Children confidently climbed, balanced and negotiated challenge on the large climbing frame. Staff supported children sensitively, promoting safety while encouraging independence. This supported children's gross motor skills, confidence and problem solving abilities.

Children were deeply engaged in imaginative play experiences. They used real flowers in the 'flower shop' and in the home corner, children assigned roles and created their own play scenarios. Staff interactions were warm, responsive and purposeful. By joining play, asking open ended questions and scaffolding thinking, staff supported children's communication, creativity, social development and imaginative skills.

Planning approaches promoted a balance between intentional and child led learning where play was at the heart. Staff reflected on their observations of children's play and used this to inform experiences and next steps for learning. Children's views were actively sought through conversations and were recorded in a big book of experiences. This captured how children influenced resources, environments and experiences and sent the message their voice mattered.

Parents were meaningfully included in their children's play, learning and development through online journals, progress reports and stay and play sessions. This helped them to be well informed and actively involved. Parents told us they valued these opportunities, with one sharing, "I got regular updates about outdoor play and activities." Families recognised the positive impact the nursery had on their children's progress, with another parent commenting, "My child has come on amazing from attending this nursery; they were so involved in their development and learning."

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.

Children's emotional wellbeing was well promoted through nurturing and consistent care. Children had developed warm, trusting relationships with staff and clearly felt safe, secure and confident in their care. Staff were highly attuned to children's cues, offering timely reassurance during moments of distress and celebrating children's presence throughout the day. This helped children feel valued, secure and included, contributing to a positive and emotionally supportive environment. Parents valued the care their children received, some of their comments included:

"The staff are all amazing, so friendly and approachable. They all seem to really enjoy their jobs and they all really do care for the kids."

"The bonds they have with the kids is great, so caring and supportive. I'm really happy my [child] is at the nursery."

"Staff are amazing! They help with any concerns I have and know my [child] so well."

Children's wellbeing and individual needs were well supported through inclusive and responsive approaches. Staff used visual aids, sensory supports and tailored strategies to meet the needs of children with additional support needs. This meant all children were able to participate meaningfully in play and learning, promoting a strong sense of inclusion.

Care and support were well guided by strong partnerships with families, with staff using personal plans to understand and support children's individual needs. Personal plans contained key information about children's interests, routines and support requirements, and this was clearly reflected in practice. This contributed to children receiving consistent care and support that positively influenced their wellbeing and development.

Children enjoyed a rolling snack time that was relaxed and unhurried. Children were well established in routines and had opportunities to develop independence and life skills through self-serving food, pouring drinks and tidying away their things. Staff sat alongside children to ensure their safety whilst eating and engaged them in social chat and conversations. This made snack an enjoyable and sociable experience for children.

Staff and families worked together to plan sensitive transitions that met children's individual needs and provided reassurance for families. Strong links with local schools supported robust transition processes, enabling children to move on with confidence and experience continuity in their learning and wellbeing.

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, progress meetings and coffee mornings. Families were supported more widely to access a range of support services within their local community that improved family life and ability to deal with challenges. This contributed to supporting positive outcomes for children and their 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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