Westerhouse Nursery School and Family Learning Centre
Day Care of Children

62 Lochend Road
Easterhouse
Glasgow
G34 0LT

Telephone: 01417 730 055

Type of inspection:
Unannounced

Completed on:
22 July 2026

Service provided by:
Glasgow City Council

Service provider number:
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Service no:
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About the service

Westerhouse Nursery School and Family Learning Centre is a day care of children service in a suburban area of Glasgow. The service is provided by Glasgow City Council and operates from premises within St Benedict's Primary School in Easterhouse.

The service can accommodate 99 children not yet attending primary school. This includes 12 children, six weeks to under two years, 15 children, two years to three years and 72 children, three years to those not yet attending primary school. At the time of our inspection there were a total of 44 children present on the first day and 36 children present on the second day.

The accommodation consists of three playrooms for younger children and four play environments for older children. Outdoor play spaces are accessible from most playrooms. There is changing and toilet facilities for children and office, catering and staff facilities. The service is close to schools, transport routes, shops and community services.

About the inspection

This was an unannounced inspection which took place on 21 and 22 July 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 feedback from 18 parents and carers whose children attend the service
- reviewed feedback from 13 staff members employed in the service
- spoke with management and staff
- observed practice and staff interactions with children
- reviewed documents.

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 a service is operating legally. At the time of this inspection, improvements were identified relating to core assurances. We have reported where improvement is necessary within the 'Leadership' section of this report.

Key messages

- Children were happy and confident, with friendships supporting children's wellbeing.
- Welcoming and kind interactions from staff supported positive relationships.
- Children's views influenced play experiences and planning, supporting engagement, independence and enjoyment in learning.
- Management and staff had made developments that improved outcomes for children and their families.
- Quality assurance processes would benefit from further development to consistently support children's health, safety and wellbeing.
- Personal plans had improved with some opportunities to develop these further.
- The provider must review procedures for safeguarding children to ensure designated safeguarding leads are aware of their responsibilities.

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	3 - Satisfactory / Adequate
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 3 - Satisfactory / Adequate

Leadership and management of staff and resources
We evaluated this quality indicator as satisfactory/adequate where strengths just outweighed the weaknesses.

The service's vision, values and aims were reflected in practice, supporting a positive, nurturing and inclusive environment for children. We observed a welcoming atmosphere for children and families, with children actively engaged in a range of experiences that supported their learning and development. We discussed with management reviewing their vision, values and aims in consultation with children, families and staff has the potential to further strengthen a sense of belonging and ensure they continue to reflect the needs and aspirations of those who use the service.

There had been a period of change and instability within the leadership team, which resulted in frequent changes to processes across the service. Some staff shared that this had been a challenging time, with the pace of change at times leading to uncertainty and confusion. Staff reported the changes were now stabilising, which was supporting to improve morale and positive developments across the service.

The service had made improvements to children's mealtimes, personal plans and playroom environments. Staff spoke positively about the impact these changes were having on children's experiences and outcomes. Management and staff were continuing to reflect on practice and identify further opportunities for improvement. We observed the positive impact of the developments in supporting children's wellbeing, learning and engagement.

Children, staff and parents were involved in self-evaluation. Their views and suggestions were valued and used to help improve outcomes for children and families. To further demonstrate the impact of this engagement, the service should consider regularly updating the "You said, we did" board to show how feedback has informed change. Ongoing self-evaluation has the potential to support continuous improvement and enhance outcomes for children and their families.

The service monitored aspects of the service, identifying strengths and areas for improvement that contributed to positive outcomes for children. We discussed with management these systems could be strengthened further to support improvements we identified within medication and accident and incident reporting. This should include supporting preventative approaches that promote children's health, safety and wellbeing and ensuring emergency response information for medication is recorded for all children. Management acknowledged these areas for improvement and we were confident that action would be taken to address these.

Staff had attended child protection training. They were aware of their responsibility to safeguard children in their care and had the ability to pass on possible concerns to management. Child protection files identified staff with lead safeguarding responsibilities had not followed guidance and procedures to ensure any possible concerns were responded to appropriately and reported to the relevant authorities. When this does not happen, this means that children are possibly at risk of harm. To support children's protection, safety and wellbeing the provider must ensure that staff with lead safeguarding responsibilities fulfil their statutory duties of notifying relevant authorities of protection concerns. We have therefore made a requirement to address this (see requirement 1).

Requirements

1. By 22 October 2026, the provider must ensure that children are safe and protected from harm. To do this, the provider must, at a minimum:

a) ensure all management and staff with lead safeguarding responsibilities have a clear understanding of their role and responsibilities to keep children safe and secure from harm.
b) ensure management and staff with lead safeguarding responsibilities are competent in reviewing chronologies and child protection records to assess the level of risk to children and any concerns identified are reported to the relevant authorities timeously.

This is in order to comply with Regulation (4) (1a) of the Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: 'I am protected from harm, neglect, abuse, bullying and exploitation by people who have a clear understanding of their responsibilities' (HSCS 3.20).

Children play and learn 4 - Good

Playing, learning and developing
We evaluated this quality indicator as good were several strengths impacted positively on outcomes for children and clearly outweighed the areas for improvement.

Children were confident within their environments and had developed friendships that supported their social and emotional wellbeing. They were happy and engaged in a variety of experiences. Children demonstrated independence by leading their own play and learning which supported their overall development. Children told us, "I like playing outside," "I like playing with the animals," and "this is my friend."

Older children were confidently free flowing between indoor play spaces and an outdoor environment, independently choosing where to play to suit their preferences and interests. They had opportunities to develop their sensory, numeracy, literacy and imagination skills when exploring shaving foam. Children used the foam to fill bowls, created pretend cakes and wrote their names. Their imagination was further enhanced through role-play experiences, including searching for a lost baby and creating posters to help find them.

Younger children engaged in experiences of exploring materials of sand and playdough. This supported children's sensory, fine motor and early language and numeracy skills. Staff supported children's schematic play. For example, children were emptying out objects from the baskets demonstrating repeated patterns of behaviour associated with their exploration and learning.

All children had opportunities to play and learn outdoors in the fresh air to support their health and wellbeing with direct access to an outdoor play area. Children benefited from experiences that promoted physical development, including opportunities for challenge and managing risk through balancing and climbing. Opportunities for children in the two to three year old room could be further extended to enable more flexible access to outdoor play throughout the day, supporting their individual interests and choices.

Staff were engaged in play with children, many interactions demonstrated responsiveness and connection. Some staff would benefit from further development of their ability to challenge and extend children's

learning and play opportunities. Targeted professional development opportunities focusing on high quality interaction strategies have the potential to improve the quality of these engagements and enrich children's learning experiences.

Children benefited from regular opportunities to engage within their local community through visits to local places, helping to strengthen their sense of belonging and connection. Weekly visits to the allotment enabled children to grow their own vegetables, supporting their understanding of where food comes from and promoting positive attitudes towards healthy eating. The food items were brought back into the service and used for play and learning.

Staff were responsible for planning children's play and learning within designated play spaces. Children's views were gathered through discussions, suggestions and staff observations of their play and interests. Leadership had identified the need to further develop planning approaches to reflect children's learning and experiences more accurately across the service. Plans were in place to strengthen this practice.

Online learning journals were used to support communication and share information of children's play, learning and development. While some observations clearly demonstrated children's progress, the quality of observations varied. Not all observations captured children's skills clearly and meaningful next steps were not always recorded. Monitoring and protected reflection time would support staff to strengthen their observation skills and improve evidencing children's progress over time.

Children are supported to achieve — 4 - Good

Nurturing, care and support

We evaluated this quality indicator as good were several strengths impacted positively on outcomes for children and clearly outweighed the areas for improvement.

Children experienced care and learning routines delivered with warmth, kindness and compassion. Staff were nurturing and responsive, supporting children to feel safe and secure and to develop positive, trusting relationships. We observed staff acknowledged and celebrated children's achievements promoting their confidence and self-esteem. Parents told us, 'My child is happy and well settled at nursery and often talks about his ladies when at home' and 'Great, friendly staff, every staff member says hello. I feel the nursery is approachable. Also, [staff] in the office is very nice always says hello and welcomes my son when we arrive to nursery in the morning.'

Mealtimes were relaxed and unhurried, with staff supervising children contributing to a safe experience for children. There were opportunities for children to make choices, be independent with pouring their own drinks and clearing away used items. Further opportunities could be provided to promote independence through self-serving at lunchtime.

Some children left the table having eaten very little of their lunch, indicating a need for staff to provide more consistent encouragement and support to promote a positive eating experience. Staff demonstrated a clear understanding of children's individual dietary requirements, ensuring meals were safe and appropriate and supporting children's health, safety, and wellbeing.

Children's medicine was clearly labelled, administered safely and regularly reviewed. Health care plans were in place for children to support children's health and wellbeing. We discussed with management the importance of storing children's lifesaving medication in a location that is easily accessible to staff should children need this. We advised management to strengthen medication records by including clear information

about children's signs and symptoms and how to respond in an emergency for all children. Management responded promptly during the inspection and made immediate improvements to some aspects of practice. We were confident that the remaining actions identified would be addressed to further support children's health, safety and wellbeing.

Personal plans were in place for children and had been developed in partnership with families. These were reviewed regularly to help ensure information remained up to date and reflected children's changing needs. Children with additional support needs had clear targets in place to support their development and progress and relevant risk assessments had been completed.

Improvements had been made to the information gathered as part of children's personal plans. These could be further strengthened by including more detailed information about children's medical conditions, how these impact on their daily experiences and the specific support required from staff. Plans could also be enhanced through the inclusion of individualised goals and clearer strategies to support children in achieving positive outcomes. This would help ensure a consistent approach to meeting children's needs and promoting their wellbeing, development and progress.

Most staff knew their children and families well and had created a warm and welcoming environment supporting children and most of their families to feel valued. Families had opportunities to discuss their child's care and development both formally and informally. The service had systems in place to support communication both verbally and digitally. This contributed to fostering positive relationships, involvement and a sense of belonging.

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.scot.

Detailed evaluations

Leadership	3 - Satisfactory / Adequate
Leadership and management of staff and resources	3 - Satisfactory / Adequate

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

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Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

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