Woodacre Nursery School
Day Care of Children

14 - 16 Dove Street
Glasgow
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Telephone: 01418 813 068

Type of inspection:
Unannounced

Completed on:
22 April 2026

Service provided by:
Glasgow City Council

Service provider number:
SP2003003390

Service no:
CS2003014951

About the service

Woodacre Nursery School is a service provided by Glasgow City Council and is in the Nitshill area of Glasgow. The nursery is registered to provide care to a maximum of 60 children over three years to those not yet attending school and 15 children aged between two and three years.

This service is close to public transport links, local shops and other amenities, including a large shopping centre. At the time of the inspection 50 children were in attendance on the first day and 54 on the second day.

About the inspection

This was an unannounced inspection which took place on 21 and 22 April 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 staff and management
- Observed practice, daily life and interactions
- Spoke with children using the service
- Reviewed documents
- Reviewed feedback from 2 families using the service.

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.
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, no improvements were identified relating to core assurances.

Key messages

- Self-evaluation processes were in place across the service and staff, children and parents were actively involved in improvements.
- Robust monitoring and quality assurance processes were in place and effective in ensuring continuous improvements were made to ensure positive outcomes for children.
- Children were happy, having fun and engaged in their play.
- Children had access to a wide range of resources to support their play and learning.
- Personal plans should be further developed to support children and their individual needs.
- Children were cared for by kind, warm and compassionate staff who were responsive to their needs.

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	4 - 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

Throughout the inspection, staff and management were approachable, professional and engaged positively. The staff team showed a strong commitment to improving practice to achieve better outcomes for children. Changes to the management team had been handled sensitively, which helped reassure children and families. This resulted in a motivated staff team who worked together to meet children's needs and provide consistent, supportive care.

The service's values, vision and aims were in place and reflected the nursery ethos, however, the manager said these had been in place for three years and planned a refresh. Children were well supported and clearly enjoyed their time in the setting. Staff showed genuine care, and strong relationships supported meaningful learning for children. Involving children, families and staff in this would ensure they met children's needs and help everyone feel valued and included.

Self-evaluation processes had led to improvements to the service. For example, the staff team had been using the new Quality Improvement Framework to evaluate a number of areas of nursery life. This included improvements to lunch routines to promote self-help skills, and social skills. Improvements were also made to the layout of the playrooms to build children's confidence navigating the space. These processes also ensured staff could identify strengths of the service including their connections with families.

The views of families were gathered to improve the service. Questionnaires were used to find out their views on family involvement opportunities that had taken place such as the Halloween event. Responses were used to shape future family opportunities and were displayed for families to see their views were listened to and acted on. Families were encouraged to leave suggestions on the board. They also shared their feelings and experiences of reading to their children after using the nursery lending library.

The service improvement plan was in place and had a clear impact on practice. It focused on creating rich learning environments, strengthening family involvement, and supporting continuous improvement, all of which were evident during the inspection. Play spaces were thoughtfully designed to spark children's curiosity and encourage exploration. This supported deep engagement, built confidence, and promoted meaningful learning experiences.

New staff reported feeling well supported throughout their induction. Management and playroom staff provided clear guidance and encouragement. This support helped staff understand their roles and responsibilities. It ensured children received consistent and individualised care. The service used the National Induction resource to guide staff and mentors. This provided a structured and consistent induction experience that benefited children's care and wellbeing.

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 development.

Children appeared relaxed, settled and engaged in their play for long periods. They accessed thoughtfully laid out play spaces with a wide range of resources, including blocks, books, construction resources and arts and craft materials. These resources sparked curiosity, creativity and encouraged exploration and independence. Children led their own play and learning with support from responsive practitioners. Staff listened to children's ideas and acted on their requests and views. For example, during block play, a child shared their idea to add a bridge. A staff member responded by exploring the child's ideas and suggesting suitable resources. This supported the child to develop confidence, problem solving skills and creative thinking.

Staff engaged warmly and playfully with children, showing respectful and positive relationships. Their interactions felt natural and well judged. Staff used these moments to support children's language and communication development. They offered clear commentary and narrative during play. They also allowed children time to think and respond. Staff modelled language well and listened carefully during conversations. For example, when a child explored a leaf under a microscope, staff used the moment to extend vocabulary and deepen understanding. This supported children's communication skills, curiosity and confidence in learning.

The environment supported literacy through a wide range of resources and high quality staff interactions. Learning areas displayed meaningful literacy, including labels and keywords from stories children had explored. For example, staff displayed words from a recent story to support vocabulary development. Staff also promoted numeracy through number lines, clearly labelled resources and mathematical language. These approaches helped children develop early literacy and numeracy skills in meaningful, engaging ways.

Children had access to a well-equipped, secure recently upgraded outdoor environment with direct access from the playroom. Children's independence and self-help skills were supported as children dressed themselves appropriately before going outside. Resources such a water play, a well-equipped mud kitchen and large construction materials supported children's learning through natural and real-life equipment. For example, children used tyres, planks of wood and guttering to add to their obstacle course. This developed problem-solving, creativity, and teamwork, helping children cooperate, share ideas, and build positive peer relationships. One parent shared, "My child loves playing in the mud kitchen and loves being outside in general".

Children were at the heart of planning and individual planning was in place. Staff used observations to shape the environment linked to children's individual interests helping to spark curiosity and to motivate children. One parent commented, "Staff are always amazing at adapting activities for my child if and when required". Plans were linked to key guidance documents such as Curriculum for Excellence (CfE) and Realising the Ambition. This supported staff to track children's individual progress and development and to shape future learning experiences.

Learning journals were in place and were available in the playrooms for children, families and staff to access freely. They included recording children's achievements and learning but there where inconsistences and gaps in some of the journals sampled. Leaders had identified this through their quality assurance processes and had plans in place to improve the recording of the learning taking place to better support children's play, learning and development.

Children are supported to achieve 4 - Good

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.

Quality indicator: Nurturing care and support.

Children were happy, settled and their needs were met by staff who showed them warmth, kindness, love and fun. Staff responded with care and demonstrated an understanding of individual children's needs. Cuddles and hugs were offered which showed respectful positive relationships between children and staff and supported emotional wellbeing. One parent shared, "They are always friendly, kind, respectful and you can tell they care about the children and the parents that use the service".

The playrooms were designed to ensure children could move around freely and access all areas supporting independence, choice and fuller engagement in play and learning. Staff were also aware of the importance of children having quiet spaces to rest and relax in. This was supported in the playrooms with soft furnishings, and small quiet dens to promote wellbeing and self-regulation.

Personal care needs were met through nurturing care, and staff respected their dignity and privacy throughout. Staff gained children's permission before changing nappies or supporting with other needs like wiping noses or help with dressing. This respectful approach ensured children felt valued, respected and help develop a sense of self-worth.

Transitions between home and nursery and within the nursery were a priority in the service. Planned home visits help build relationships before children started and continued during their time in the service. Transitions between rooms were planned and tailored to individual children and staff, children and families were involved. This help build and maintain trusting relationships whilst supporting continuity, confidence and secure attachments.

Children experienced unrushed and relaxed mealtimes. These sociable experiences allowed children to enjoy their meals whilst engaging in conversations with staff and peers. A new lunchtime routine supported children's independence and self-help skills as children were able to serve themselves and encouraged to tidy away when finished. Staff further supported mealtime experiences by remaining present to ensure children's safety whilst eating.

Medication was generally stored and administered safely. However consent and review forms did not always match up with the monitoring of medication taking place. We discussed with the manager the importance of current and up to date information being recorded on the administration forms. This would further strengthen practice and ensure children's health needs were consistently met.

Personal plans were in place for children and had important information such as emergency contacts and medical needs. Although all children had a plan, there were inconsistencies in the information recorded and reviews with families. Some children had detailed actions and strategies to support play, learning and development but others lacked this information. Updates were inconsistent and all children would have benefited from individual targets to meet their needs. The manager had identified this through monitoring processes, and a working party had been created to support improvements. This had the potential to ensure personal plans were strengthened and that relevant, up-to-date information was available to meet individual children's needs.

Family connections were important to the service and staff worked hard to maintain positive relationships with parents and carers. Families were warmly welcomed into the service, and staff took time to chat with parents about their child's day. Family engagement opportunities were encouraged through a range of events. Activities such as sponsored walks and Easter events allowed parents to be involved in nursery life and support their child's learning. Home link activities, including a lending library and a story teddy, strengthened family connections. These approaches supported children's confidence, communication, and enjoyment of learning alongside their families. Parents commented, "I attend all the events, they always go above and beyond to make it great and a safe place to be". and "My child and I are always willing to help be involved with the development of the service through different fun days and fundraisers".

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 should ensure that the two to three-years changing area supports children's privacy and dignity.

This is to ensure the service complies with the Health and Social Care standards (HSCS) which state: 'If I require intimate personal care, this is carried out in a dignified way, with my privacy and personal preferences respected' (HSCS 1.4)

This area for improvement was made on 10 October 2023.

Action taken since then

All staff were mindful of children's privacy and dignity when attending to their personal care needs. Staff ensured the sliding doors to the playroom were fully closed when attending to children's needs. Staff positioned themselves in a way to obstruct the view of other children that required access to the toilet area. This helped protect the privacy and dignity of children being changed.

This area for improvement had 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	4 - Good
Nurturing care and support	4 - Good

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