Shaw Mhor
Day Care of Children

Early Years Centre
61 Nether Auldhouse Road
Glasgow
G43 2XG

Telephone: 01416 370 314

Type of inspection:
Unannounced

Completed on:
19 August 2026

Service provided by:
Glasgow City Council

Service provider number:
SP2003003390

Service no:
CS2003016220

About the service

Shaw Mhor Nursery is registered to provide a care service to a maximum of 122 children. At the time of inspection there were 66 children in attendance on both days.

The service is located in the south of Glasgow close to local amenities such as parks and shops. The children are accommodated within six playrooms with access to a designated lunch room and outdoor play areas.

About the inspection

This was an unannounced inspection which took place on 17 and 19 August 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
- spoke with staff and management
- observed practice and daily life
- reviewed documents
- received electronic feedback from 13 parents.

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

- Play experiences supported independence, creativity, and development of skills.
- Staff worked well together to offer positive outcomes for children.
- Children were happy, settled and confident, with friendships supporting children's wellbeing.
- We identified improvements that would support children's privacy and dignity for personal care needs.
- The provider should review procedures for safeguarding children to ensure all staff and management are aware of their responsibilities.
- Children experienced warm, nurturing care and felt safe, secure and valued.

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	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 3 - Satisfactory / Adequate

Leadership and management of staff and resources

We evaluated this quality indicator as satisfactory/adequate where strengths just outweighed the weaknesses.

There had been a recent change of manager in the service, which staff informed us had been a smooth and positive transition with limited impact on experiences for children.

The service's vision, values, and aims were reflected in practice, supporting a positive, nurturing, and inclusive environment for children. This included children having fun and being engaged in positive learning experiences. The service had developed their vision, values and aims in consultation with children, families, and staff. This further strengthened a sense of belonging and ownership, and supported the service to remain responsive to the needs and aspirations of children and families attending.

The service had a clear and meaningful improvement plan which identified key areas for development. Progress was evident in some areas, including the development of Science, Technology, Engineering, and Mathematics (STEM) experiences and family engagement sessions.

Staff, children, and families were fully involved in self-evaluation processes. Regular consultations and questionnaires were used to gather their opinions and inform change. Staff participated in regular self-evaluation using national guidance to identify what was going well and where improvements were needed. We discussed with management that they should feedback to staff, families, and children so that they understood the impact their opinions had on service developments.

A distributed leadership approach supported staff to have responsibility. This included champion roles in areas such as English as an Additional Language, STEM, family engagement, and children's rights. Staff were passionate when discussing the impact the roles had on children's experiences. For example, children's rights experiences helped children to understand where their names came from. This supported them to understand their identity and their right to a name.

Quality assurance processes were in place. Management carried out audits across a range of areas to include medication, accidents, and incidents, and planning records. We discussed with management that these processes should be more robust to support them in identifying areas for improvement and promoting ongoing development and improved outcomes for children.

Risk assessments were in place and used by staff to support children's safety and wellbeing. We discussed with management the importance of maintaining a dynamic approach to outdoor risk assessments. This includes updating assessments when changes occur within the service. This would support staff and management to identify any emerging risks associated with children's outdoor play.

We reviewed the service's procedures to support children's health, safety, and wellbeing. We sampled child protection files and noted that there were occasions where senior staff did not always follow guidance and procedures to ensure that any possible concerns were reported to the relevant authority. When this did not happen, children may have been at risk of harm. No notifications of child protection concerns had been

made to the Care Inspectorate. To support children's safety, the management team must ensure that they fulfil their statutory duties to notify relevant agencies when concerns arise. We have therefore made a requirement to address this.

(See requirement 1).

Requirements

1.

1. By 30 December 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 — 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 were happy, confident, and fully engaged in their play experiences. They had regular opportunities to make informed choices about their play and learning within an enabling environment. Staff provided appropriate space, sufficient time, and supportive interactions when required, ensuring children felt secure and supported while exploring their interests. This approach upheld children's rights to play, make choices, and develop independence.

Children spent prolonged periods of time involved in activities, both independently and alongside their peers,

demonstrating concentration and enjoyment. There was a balance between planned experiences and spontaneous learning opportunities. These included a variety of activities including using large blocks to create a room, café, and then a race track. One parent commented, 'We feel like our child has had a huge range of learning opportunities which both build on their own interests and also introduces them to new experiences.'

Children's language, literacy, and numeracy skills were supported and enhanced through warm, responsive interactions. Staff consistently modelled rich, varied language and used developmentally appropriate questioning to support vocabulary development, extend thinking, and deepen children's understanding. For example, during a playdough experience, a staff member used songs to develop children's understanding of numbers and counting.

The service was accredited as a Language and Communication Friendly Environment (LCFE). The service worked with the local school to further develop children's language and communication skills. Older children from the school could become language ambassadors. This involved visiting the nursery to support children with English as an additional language. Children did this by translating stories, words, and numbers into their home languages and translated stories for families to read at home as part of home learning experiences.

Children had access to outdoors and could choose when to access this. Outdoor play offered opportunities to develop imagination and curiosity through the use of a mud kitchen, water play, and games such as hide-and-seek. There were opportunities for risky and physical play using balance and climbing equipment. This supported children's health and wellbeing.

Younger children were making very good progress in their play and learning. Staff were skilled at extending play opportunities and responded consistently to children's play cues. The use of stories, books, and singing supported the development of language and communication skills.

Planning for children was based on observations of their interests and developmental needs. Children were consulted in the planning of their play and learning experiences, and this was shared with parents both online and daily on notice boards outside playrooms. Staff tracked children's learning to identify progression and development, as well as any potential gaps. Next steps and targets for development were identified. We discussed with management that these could be developed further to support all children in achieving positive outcomes.

Observations of children's learning were shared with parents via an online platform. Observations of experiences noted the learning and development taking place. The service had identified that there was scope for improvement in observations, and we agreed that further development would support staff to record observations of children's spontaneous play experiences.

Children are supported to achieve 4 - Good

Nurturing care and support

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.

Staff were nurturing and caring in their interactions, responding to children with warmth and attentiveness. These positive engagements supported children to feel safe and secure and contributed to the positive relationships they had with staff.

Children were happy, settled, and confident in their environments, and had developed friendships which enhanced their wellbeing. Parents told us, 'It genuinely feels like a partnership between home and nursery, and I couldn't have hoped for a warmer or more positive start to our nursery journey.' and 'They are such warm people who really care and really know about our children deeply. They are fun but very committed to the children's experience too.'

Mealtimes were a calm, relaxed, and unhurried experience for children. A rolling mealtime approach supported most children to complete their play naturally before transitioning to mealtimes, promoting smooth transitions. Children were encouraged to develop independence and responsibility through serving food, pouring drinks, and clearing away used mealtime items. Staff sat with children throughout meals, supporting the experience to be social and safe. We discussed with management that they should review the routine around lunches to support all children's play to come to a natural conclusion before transitioning to mealtimes.

Personal plans were in place for children and had been developed in partnership with families. Strategies had been identified to support children with additional support needs, and targets and goals had been created to support their development. We discussed with management that plans should be regularly reviewed and updated with parents to support staff in providing care which meets children's current individual needs.

Personal care routines supported children's privacy and dignity. Children were being asked before having their noses wiped, and clothes were changed in private. We discussed with management that toilets and changing facilities did not fully support children's privacy and dignity or align with infection prevention and control guidance. An area for improvement has been made to address this.

(See area for improvement 1).

Transitions were adapted to suit children and families' needs. Key information was shared with relevant staff in advance, supporting continuity of care, play, and learning. Transitions also extended to supporting children and families moving on to school, with regular school visits. Children from the local school applied to become ambassadors to support children's transition to primary school. This involved a number of opportunities to visit the nursery to get to know the children and staff. This supported children to feel secure during their transition to school.

Staff had incorporated the Think Equal programme into children's experiences. This is an initiative that teaches social and emotional learning to young children. Staff used stories for children across the age range to promote opportunities for them to talk about their emotions and experiences. This supported children to

develop their emotional and social wellbeing.

Areas for improvement

1.

To ensure that children's personal care needs are met with privacy and dignity, the provider should ensure that that there are appropriate changing area for children which are in line with best practice guidance.

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).

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	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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Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.gov.scot

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