Ardnahoe Nursery School
Day Care of Children

18 Ardnahoe Place
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Type of inspection:
Unannounced

Completed on:
2 October 2025

Service provided by:
Glasgow City Council

Service provider number:
SP2003003390

Service no:
CS2003017116

About the service

Ardnahoe Nursery School provides a daycare of children service to 70 children aged from three years to those not yet attending primary school. The service is provided by Glasgow City Council and operates from a detached one storey building in the Toryglen area of Glasgow.

The service is close to public transport links, shops, schools and other nurseries.

About the inspection

This was an unannounced inspection which took place on 01 and 02 October 2025 between 09:00 and 17:00. This 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 and complaints information, information submitted by the service and intelligence gathered throughout the inspection year. To inform our evaluation we:

- spoke with children attending the service
- received electronic feedback from 16 families whose children attended the service
- received electronic feedback from four staff who worked in the service
- spoke with staff and management
- observed practice and daily life
- 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 heading of this report.

Key messages

- The service should involve staff and families in reviewing the settings vision, value and aims.
- The management team should ensure that safeguarding procedures are understood and followed.
- Children had very good opportunities to play and learn in an environment where they could be creative and curious.
- Children's health and wellbeing benefitted from opportunities they had to engage in physical play and development outdoors.
- The management team should encourage parents to come into playrooms and engage in nursery life.
- Children were cared for by staff who demonstrated warmth, sensitivity, and a nurturing approach.

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	4 - 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 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: Leadership and management of staff and resources

The service's vision, values, and aims reflected the aspirations and ethos of the setting. These had been developed in consultation with families some time ago. To further strengthen this area, the service should revisit the vision, values, and aims, particularly when new children and families join. This would help ensure that the guiding principles continue to reflect the evolving aspirations of the community and remain relevant to those currently using the service.

Children experienced positive outcomes as a result of the service's commitment to continuous improvement and reflective practice. Quality assurance and monitoring activities, including staff and playroom observations, were used effectively to evaluate the quality of experiences offered to children. These processes helped ensure that children's needs were being met in a responsive and nurturing environment.

Staff engaged meaningfully with self evaluation. They used challenge questions to reflect on their practice and assess progress against quality indicators. This supported a culture of professional dialogue and collective responsibility for improvement. This directly benefited children's experiences.

Where areas for improvement had been identified, changes were implemented that enhanced outcomes for children. For example, the introduction of rolling lunches allowed children greater choice and flexibility, promoting independence and reduced transitions. Additionally, the development of the Twinkle Room created a calm and supportive space where children could self-regulate and access emotional support when needed. As a result children felt safe and secure. These improvements demonstrated a clear link between self-evaluation, action planning, and positive impact on children's wellbeing, learning, and development.

We reviewed the service's approach to safeguarding and child protection, including sampling records of concern. While some appropriate actions had been taken, we identified some gaps in the implementation of child protection procedures that had the potential to impact children's safety and wellbeing. (See Area for improvement)

Clear processes were in place for mentoring and supporting staff, with dedicated time allocated to take this forward. Staff mentors were confident in their roles and responsibilities. This contributed to a supportive team culture. These systems helped ensure that staff felt valued and were able to reflect on their practice, which in turn supported positive experiences and outcomes for children. The manager should implement the current plan to use the National Induction Resource. This will enhance the quality and consistency of staff induction as well as providing a structured and supportive approach to staff development.

Areas for improvement

1. To ensure that children's health and wellbeing is supported the management team should ensure child protection procedures are clearly understood and followed. This should include but is not limited to ensuring clearer guidance for staff, robust oversight by management, and consistent use of the notification system to ensure all concerns are recorded and acted upon.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: "I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes." (HSCS 3.14)

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 happy, confident, and having fun in the setting. They moved freely around the playroom, accessing a wide variety of materials and resources with ease. This demonstrated their sense of security and ownership of the environment.

Children engaged enthusiastically in a broad range of activities both indoors and outdoors. Curricular areas were thoughtfully set up to stimulate curiosity, creativity, and independence. As a result, children experienced high-quality play that supported their emotional wellbeing and development.

We observed children displaying a wide range of skills including; language, literacy, and numeracy. These were enhanced through a balance of child-led and adult-supported interactions. These playful experiences were responsive to children's interests and developmental needs. This contributed to their motivation and sustained engagement.

Outdoors, children benefited from a rich and varied environment that offered challenge, choice, and opportunities for physical, social, and cognitive development. Well-resourced areas included a mud kitchen, bug hotel, climbing tree with footholds, a wooden adventure stilt walk and stepping logs and slide with rope climbing ramp. Parents valued the opportunities their children had to play and learn outdoors. Some of their written comments included:

"She loves being outdoors and is out most days depends on weather if she's not" and "Outdoor space is amazing. They've worked really hard to create a challenging and exciting space."

Observation approaches were in place that enabled staff to capture children's interests and respond meaningfully to their play. We found evidence across both indoor and outdoor play spaces of staff providing children with opportunities to extend their thinking without overly directing their play. This supported children's autonomy and creativity.

Staff demonstrated a clear understanding of the value of exploring and interacting with children to build vocabulary and deepen understanding. Children had frequent and appropriate opportunities to develop their thinking and problem-solving skills through imaginative play and storytelling. These experiences helped children practice new skills and consolidate learning in ways that were meaningful to them.

We observed staff supporting children to play and learn at their own pace, ensuring that they had fun while exploring the world around them. Staff were sensitive to children's verbal and non-verbal communication, using this to judge when to interact and when to observe. This approach was responsive to children's needs and supported their emotional wellbeing.

Planning approaches were evolving to support children's ownership and leadership of their play. Staff were encouraged to build on existing methods by incorporating children's ideas into collaborative play projects. This would allow children to shape their learning environment more directly and meaningfully, promoting autonomy, creativity, and deeper engagement.

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 experienced warm, consistent, and responsive care across both indoor and outdoor environments. Staff interactions were nurturing and developmentally appropriate, which supported children to feel secure, valued, and confident in expressing their needs. Parents who provided written feedback commented positively about how staff nurtured and engaged with them and their children. Some of their comments included:

"I can approach the staff at any time and they always keep me well informed about anything regarding my children. I feel the staff genuinely care for my children and support them. I trust they are doing a great job and am so glad I picked this nursery for them" and "Staff are friendly, caring, nurturing and you can see they all have a passion for working with the children. I have a great relationship with my son's keyworker she keeps me up to date through communication, seesaw and through parents nights and days had in the nursery. She is very approachable which puts me at ease and I know my son has a great relationship with her too."

Transitions were sensitively managed. The introduction of a shared community garden with local primary schools contributed positively to easing transitions and fostering early relationships. This enhanced children's sense of continuity and belonging.

Staff engaged in daily reflective practice, which informed responsive adjustments to the learning environment. Room layouts were adapted to provide varied spaces for group play, solitary exploration, and rest, supporting children's emotional regulation and autonomy. Collaborative working with families and external professionals ensured children's support needs were identified and addressed. Inclusion meetings and multi-agency contributions to personal plans promoted consistency and continuity of care.

Personal plans for children requiring additional support were comprehensive and well-structured, incorporating wellbeing assessments and health care information. However, there was scope to improve how parental input was used to inform planning and provision for all children.

We observed children's lunchtime experience. The service provided a warm nutritious lunch for children. Water was available throughout the day which helped to keep children hydrated. Lunchtime routines had been adapted to promote choice and independence. While this supported children's independence, there were times when staff engagement during mealtimes was inconsistent, with limited opportunities for meaningful interaction observed on occasions.

Staff demonstrated nurturing relationships with children and families. We noted that the service had implemented a range of initiatives to strengthen family engagement, including stay-and-play sessions, flexible meetings, home learning resources, and the community garden project. However, some parents reported limited communication and restricted access to the setting. Feedback indicated a desire for more regular updates and opportunities to observe their child's experience. We discussed with the management team the need to review their current procedures around families accessing the playrooms. We suggested that they review the Care Inspectorate document "Me, My family and My Childcare Setting" to support them to do this.

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	4 - Good
Leadership and management of staff and resources	4 - 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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