Fortrose Nursery School
Day Care of Children

74 Peel Street
Glasgow
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Telephone: 01413 391 808

Type of inspection:
Unannounced

Completed on:
23 September 2026

Service provided by:
Glasgow City Council

Service provider number:
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Service no:
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About the service

Fortrose Nursery School is a day care service provided by Glasgow City Council. The nursery provides early learning and childcare to a maximum of 33 children from three years to not yet attending primary school.

The service is provided from a renovated Victorian semi-detached villa in the west end of Glasgow. Children can access three playrooms, one on the ground floor and two on the second floor. Children also have access to a three-tiered garden to the rear of the building. The service is close to local amenities such as shops, schools and transport links.

There were 13 children attending the service on the first day of inspection and 12 on the second day.

About the inspection

This was an unannounced inspection which took place on 23 and 24 September between 08:40 and 16:20. Feedback was shared with the service on 24 September 2026. The inspection was carried out by one inspector 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:

- Reviewed feedback from eight parents using the service
- Spoke with three staff and the manager
- Observed practice and staff interactions
- Assessed core assurances
- Reviewed documents
- Spoke with children

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 an improvement was identified. This was relating to nappy changing facilities and infection prevention and control practices. This is reported under the quality indicator: nurturing care and support.

Key messages

- Children experienced play that was meaningful, fun, engaging and led by their interests.
- Warm, nurturing relationships helped children feel safe, valued and supported to thrive.
- Changing facilities should be improved to better support children's dignity and privacy.
- Staff were skilled in their interactions to extend children's learning and respond to individual needs.
- Self-evaluation and professional learning supported continuous improvement and positive outcomes for children.
- Greater flexibility around outdoor play times would further support children's choice.
- An inclusive ethos helped children develop a strong sense of identity and belonging.

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	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 4 - Good

Leadership and management of staff and resources

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.

The service had clear vision, values and aims which reflected its commitment to inclusion and supporting children to achieve. These had been developed in consultation with families and children. This meant children experienced a welcoming and inclusive environment where they were supported to develop confidence and learn through play.

Staff demonstrated a commitment to continuous professional learning and had taken leadership roles in different areas of practice. Training in digital learning, child protection, and music and creativity had strengthened staff practice. As a result, children benefited from a safe, engaging and nurturing environment that supported their learning, development and wellbeing.

Self-evaluation and improvement planning were used to positively identify strengths of the service and areas to take forward. Staff, children and families contributed to the self-evaluation process through discussions, questionnaires and gatherings with some parents. Improvement plans identified clear priorities such as developing the learning environment and embedding children's rights. Progress had been made in these areas, with changes to the environment enhancing children's engagement and play experiences. This supported children's wellbeing, learning and development.

Some quality assurance processes had a positive impact on outcomes for children. For example, staff observed children's engagement in play areas and used this information to inform improvements to the environment. This resulted in sustained engagement in children's play and learning. However, monitoring could be further development to support children's health, safety and wellbeing. Environmental risk assessments had not identified and addressed some issues. For example, within the children's toilet and changing facilities. The development of risk assessments would better promote infection prevention control measures and children's dignity and privacy. For further information refer to 'Children are supported to achieve' section of the report.

Planned audits of accidents supported children's safety and wellbeing. Regular audits of other key records, such as medication records, and learning journals, would ensure these records were regularly reviewed and help ensure children's needs were consistently identified and met. The manager agreed and planned to introduce these processes moving forward.

The manager and staff team had a good understanding of their local community and worked proactively to ensure children's cultures and languages were reflected throughout the service. Initiatives such as a language of the month and opportunities for families and children to share stories in their home languages promoted inclusion and a sense of belonging. Children were proud to teach one another new words, and this was embedded within the ethos of the service. As a result, children and families could see themselves reflected within the setting and their individuality was valued and celebrated. This helped children develop a sense of identity, belonging and respect for diversity.

Children play and learn 4 - Good

Playing, learning and developing

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.

Children were happy, confident learners and were fully engaged in play experiences led by their interests. A varied range of toys and carefully considered play invitations supported children's curiosity, exploration and creativity.

Children had fun as they explored pattern, colour, shape and texture through playdough exploration. Others enjoyed imaginative play within the house corner where they played happily and pretended to cook 'dinner'. Children also expressed themselves through mark making with paint and enjoyed reading stories and singing songs together. This was progressing children's learning within areas such as literacy and numeracy and supported their wellbeing and development. One parent told us, "The children regularly take part in creative activities such as making handmade toys, drawing, and early writing. These activities help develop their creativity, imagination, and confidence."

When outdoors, children's engagement deepened as they explored the area with wonder. Children enjoyed playing on trikes which sparked conversation around their favourite places to visit. Children also enjoyed exploring the mud kitchen where they made mud pies and explored natural materials such as soil and leaves in their play. One child made signs for the mud kitchen, they had written words such as 'mix, pour and scoop' which supported literacy skills. Another child explored speed using guttering pipes and objects. They tested different objects such as balls and cubes and rolled them down the pipes to discover which object reached the end first. These experiences supported physical development, language and communication, social play and sustained engagement.

Whilst children had fun outdoors, play was limited to twice per day at set times which did not always support children's play choices. We discussed with management the scope to extend children's access to outdoor play to maximise their play, wellbeing and choice.

Staff joined in children's play at appropriate times and used open-ended questions to extend their thinking, language and problem-solving skills. Children enjoyed these interactions, responding enthusiastically to staff and engaging in meaningful conversations. As a result, children were supported to develop their confidence, communication skills and ability to express their ideas and opinions through play.

Staff used group observations and tracking tools to monitor children's progress. We discussed how more consistent individual observations could better evidence each child's learning and development, helping staff identify progress, set meaningful targets and plan next steps.

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.

Children experienced warm, nurturing care from staff who knew them well and responded sensitively to their individual needs. Positive relationships between staff and children supported their sense of wellbeing and security. Staff managed transitions effectively, helping children settle into the service with confidence. For example, they used a calm and reassuring approach with children starting the new term and remained close by to provide comfort and reassurance when needed. One parent told us "The nursery is safe and gives out positive, welcoming vibes. I also see how happy, confident my child is attending each day."

Personal plans were created for children in partnership with parents. These reflected children's interests and needs. There was scope to develop these further by including clear strategies to support children's emotional needs and wellbeing. Recording this information helps to ensure that children receive consistent care across the team and are supported to achieve.

Connections with families supported children's wellbeing and development. For example, the service had introduced a bedtime story initiative that encouraged families to read together at home, helping to promote children's literacy, language and emotional wellbeing. Parents were warmly welcomed into the setting each day and had regular opportunities to meet with staff to discuss their child's progress, development and wellbeing. This promoted positive partnerships between families and staff, ensuring children received consistent support and helping them feel secure and valued

Mealtimes were sociable and enjoyable experiences for children. They sat together, chatted with their friends and staff, and shared stories about their play and learning. Meals were served by staff, with help from some children. There were opportunities to further promote children's independence by increasing opportunities for self-serving during meals. This would help children develop confidence, decision-making skills and independence.

Changing facilities did not fully promote children's dignity and privacy. Children were being changed in areas where they could be viewed by others. We also noted that items such as jackets, wellington boots and resources being stored in children's toilets. This increased the risk of infection spreading. To support children's wellbeing, we have made an area for improvement (see area for improvement 1).

Areas for improvement

1. To support children's health and wellbeing needs, the provider should ensure changing facilities promote dignity and privacy and reduce the risk of spread of infection.

This is to ensure that care and support is consistent with the Health and Social Standards (HSCS) which state that: 'I experience high quality care and support based on relevant evidence, guidance and best practice' (HSCS 4.11) and 'If I require intimate, personal care, there is a suitable area for this, including a sink if needed' (HSCS 5.4).

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

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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