Whiteinch Nursery School
Day Care of Children

Glendore Street
Whiteinch
Glasgow
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Telephone: 01419 593 823

Type of inspection:
Unannounced

Completed on:
21 May 2026

Service provided by:
Glasgow City Council

Service provider number:
SP2003003390

Service no:
CS2003017158

About the service

Whiteinch Nursery School is registered to provide a care service to a maximum of 110 children aged two to those not yet attending primary school. The service operates Monday to Friday all year round. The service is based in the Whiteinch area of Glasgow and operates from a two storey building with an enclosed outdoor play area. The service is based in a residential area close to other schools, shops, parks and transport links.

About the inspection

This was an unannounced inspection which took place on 20 and 21 May 2026. The inspection was carried out by two inspectors from the Care Inspectorate. Feedback was given to the manager, depute manager and a Glasgow City Council representative on 21 May 2026.

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
- spoke with children attending the service
- observed practice and daily life
- reviewed documents
- considered eight electronic responses received from families who used the service
- considered 17 electronic responses received from staff.

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 and management of staffing and resources sections of this report.

Key messages

- Children were happy and enjoyed playing with their friends at nursery.
- Staff knew children and families well and were responsive to their needs.
- Children had very good opportunities to play and learn across a breadth of curricular activities.
- Children's voices were heard, listened to and respected by staff.
- The service should continue with their plans to further develop and improve lunchtime experiences for all children.
- To maximise children's safety, staff deployment and how children are supervised should be reviewed.

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

Quality indicator: Leadership and management of staff and resources

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

The service had an established approach to reviewing its vision, values, and aims on an annual basis. Children, families, and staff were involved in this process. This reflected a commitment to inclusion. Staff confirmed their participation in reviews. The vision, values, and aims were clearly displayed on the website and within the foyer.

The nursery community was highly diverse, with many families having English as an additional language. Leaders were responsive to this and showed commitment to communication with all families. The use of interpreting services supported improved communication. This contributed positively to partnership working with families.

Two new staff members had recently joined the team. Both reported that they felt welcomed and supported. This reflected a positive and inclusive staff culture and impacted on a welcoming environment for children. A sample of induction records was reviewed. The format was clear and accessible. However, there was some inconsistency in how the national induction guidance was referenced and applied. For example, not all new staff were assigned a mentor. Strengthening consistency in the use of the national induction resource could support shared expectations about how care is provided to children.

Staffing levels met required ratios based on rotas and registers. However, staff were not always deployed in a way that ensured consistent and safe supervision. The service were managing a number of vacancies. This had resulted in a reduced service and earlier closing times. Some families had been impacted by this. One family who provided feedback told us "Parents have been forced to reduce their working hours because council can't fulfil their responsibility of providing full day childcare. I now have to work for an hour at night daily to compensate for me leaving work at 4 pm."

Staff deployment had impacted on changes to how children experienced their care at the end of the day. Staff told us that some children when grouped together and taken to another room struggled with the transition. This had the potential to impact on children's wellbeing.

The manager and staff recognised that maintaining consistent supervision could be challenging at times. We agreed and highlighted our concerns regarding deployment and identifying risk during transitions and outings. For example we observed more staff were required to accompany children to the park. This had the potential to impact children's safety and overall experience. A review of deployment would support a more consistent, child-centred approach and support children's safety. (See area for improvement).

Accidents and incidents involving children were regularly reviewed by management. The audits identified that important aspects of practice were followed. For example, ensuring families were made aware of any incidents that had involved their child. The audits did not identify patterns of accidents and mitigations needed to prevent repetition or reduce potential risk to children. We discussed with leaders the benefits of reviewing accidents and incidents in greater detail to maximise children's safety.

Self-evaluation was embedded in practice. It had contributed to some improved outcomes for children and families. For example, lunch time experiences for children had improved and play and learning opportunities were of high quality. The manager and staff should continue to self-evaluate the impact of staff deployment on children's safety.

Feedback processes were in place for staff to contribute their views; however, there was scope to further promote open and constructive dialogue across the team to ensure staff's knowledge of children and their needs is used to support positive improvements and outcomes.

Improvement planning and monitoring were ongoing, with evidence of progress. Staff were informed and had opportunities to contribute. There was scope to further strengthen consistency and deepen staff involvement. Clearer actions and follow-through would support continued improvement and better outcomes for children.

Areas for improvement

1. To keep children safe and promote their wellbeing, the provider should improve how staff supervise children and how they are deployed throughout the setting. This should include but not be limited to periods of transitions and when children are outdoors.

This is to ensure that care and support is consistent with the Health and Social Care Standard (HSCS) which state: "I use a service and organisation that are well led and managed" (HSCS 4.23).

Children play and learn — 5 - Very Good

Quality indicator: 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 engaged in a range of meaningful learning experiences. Staff interactions were supportive and purposeful. They used questioning to extend children's thinking. This promoted early numeracy and problem-solving skills. Children showed understanding and enjoyment, especially during interactive activities.

The environment was well resourced. It offered a variety of engaging materials and experiences. Children made independent choices about their play. They accessed activities alone and with others. Staff extended learning using descriptive language and discussion. They made links to real-life experiences which supported children's curiosity and vocabulary development. Children showed positive social skills, they played cooperatively and respectfully with each other.

Creative experiences were encouraged. Children showed motivation and pride in their work. Opportunities to display their achievements supported a sense of achievement and confidence. Children shared and talked about their creations. This further supported their communication skills.

The service was progressing towards Language and Communication Friendly Establishment (LCFE) accreditation. Approaches to support communication were evident. Staff used clear and intentional language. Visual supports were used effectively to help children make choices. This supported children's understanding, independence, and inclusion. Children demonstrated awareness of these supports and used them confidently, indicating that strategies were well embedded in practice. As a result, children were empowered to communicate more effectively, participate actively, and develop the skills needed for independence and social interaction.

Play experiences supported curiosity and exploration. This was particularly evident in water play. Children developed early problem-solving skills. They also explored concepts such as volume. Children worked cooperatively and showed responsibility in their play.

Children had regular opportunities to play and learn within their community and in natural environments. These experiences supported their wellbeing, confidence, and understanding of the world around them. Parents spoke positively about this approach and clearly valued the opportunities provided, highlighting the meaningful impact on children's development and sense of belonging. Families who provided feedback told us "My child has been to forest school where they go to the park and learn about the outdoors, camp fire etc. They loved it so much and was so excited about it. They play outside every day" and "Sports day training, visits to local shops, visits to the park and as above then six week wilderness weans programme which my child loved."

Planning approaches, including floor books, supported child-led learning. Children shared and recalled their experiences. This contributed to meaningful learning across curriculum areas. Learning journals captured observations of development. There was scope to develop these further. More detail would help show individual progress and the impact of targeted support over time.

Children are supported to achieve 4 - Good

Quality indicator: 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 demonstrated a good understanding of the children in their care. Information shared by staff was consistent with that detailed in personal plans. The key worker approach supported this positive practice, enabling staff to build warm, meaningful relationships and develop a clear understanding of children's individual needs, preferences, and stages of development. As a result, children experienced nurturing, responsive care which supported their sense of wellbeing. Children were confident, engaged, and able to form trusting relationships, indicating they felt valued and understood. Parents who provided feedback were positive about the nurturing care they and their children received at the service. Some of their comments included "Staff are friendly and approachable. They make you feel like you are part of a community. They communicate well about how my child is doing and often have a more personal story (something my child did that made them laugh for example) which gives confidence in the relationship and friendship the staff and children have".

Personal planning linked to children's wellbeing and provided a helpful, holistic overview of children's needs, progress, and achievements, supporting positive outcomes. There were opportunities to strengthen how strategies and next steps were recorded. Although personal plans recorded children's needs, some did not include strategies about how to support children to progress and achieve. We suggested including this detail within plans to support a consistent approach to helping children develop.

Children who participated in the "Think Equal" programme experienced positive outcomes in emotional literacy, empathy, and relationship skills. They were supported to recognise and express their feelings, which contributed to developing self-esteem and confidence.

Staff demonstrated confidence in safeguarding practice. Procedures were well understood and consistently applied. This supported children's safety. Positive partnership working with external agencies contributed to a coordinated approach, ensuring that any concerns were responded to appropriately. Confidential information was managed sensitively, supporting children's dignity while enabling effective information sharing.

Mealtime experiences supported aspects of children's independence and social development. Children followed hygiene routines and had opportunities to pour drinks and choose from a range of foods. Mealtimes encouraged conversation and social interaction. This supported children's communication skills and sense of belonging. There were some opportunities, particularly for younger children, to further support independence and choice, as at times children were asked to wait rather than being fully involved.

The lunchtime environment had some impact on children's overall experience. Higher noise levels occasionally made communication more difficult, and some children were less easily heard. While a flexible approach to accessing lunch was evident, there was scope to further enhance the environment to create a calmer, more relaxed space that supports children's wellbeing and engagement.

Medication management processes required improvement. Records sampled did not consistently evidence administration or review of medication. Changes to children's medical needs had not always been reflected in documentation, and consent arrangements were not consistently aligned with current practice. This presented a potential risk to children's health and wellbeing. Strengthening recording, review processes, and communication with families would support safer, more effective care.

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	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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