Green Trees Nursery
Day Care of Children

c/o Dalmarnock Primary School
111 Baltic Street
Glasgow
G40 3BA

Telephone: 01415 540 578

Type of inspection:
Unannounced

Completed on:
15 September 2026

Service provided by:
Glasgow City Council

Service provider number:
SP2003003390

Service no:
CS2007146990

About the service

Green Trees Nursery is registered as a daycare of children service. It is registered to provide a care service to a maximum of 115 children aged 2 years to those not yet attending primary school of whom no more than 30 children are under 3 years.

The service is based in a shared campus with Dalmarnock Primary School in Glasgow. The nursery has three main play spaces with an additional space for lunch. There is a large, enclosed garden with direct access from each of the play spaces.

About the inspection

This was an unannounced inspection which took place on 14 and 15 September 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
- 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 Leadership.

Key messages

- Children were happy, confident and settled with staff who knew them well.
- Children enjoyed a rich range of high-quality play and learning experiences.
- Strong partnerships with families and other professionals helped ensure children received personalised support.
- Further work was needed to strengthen communication and build a shared vision across the team.
- Improvements were identified to strengthen child protection practice and leadership oversight.

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	4 - Good
Children are supported to achieve	5 - Very 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 last reviewed its vision, values and aims in 2024 and, at that time, considered them to remain appropriate for the service. During this inspection, we found that further work was required to ensure these values were consistently understood, demonstrated and promoted across all levels of the organisation.

The team demonstrated a commitment to providing care and support for children and families. We found staff across all levels who were enthusiastic about their roles and who had developed a range of skills through champion responsibilities across the service. Staff spoke positively about the children in their care and showed a shared commitment to achieving positive outcomes for them. We observed examples of staff working well together and using their individual strengths to support children's experiences. This was supporting children across the service to engage in a range of play experiences.

However, significant concerns were identified in relation to leadership, communication and team culture. There was a consistent theme of unease within the service and people not feeling valued within their roles. It was reported that communication between members of the leadership team were not always effective and that this sometimes resulted in conflicting messages being shared across the team. We found a lack of consultation regarding decisions affecting the service and people were uncertain about changes being implemented. The senior leadership team recognised that improvements were needed to strengthen communication and rebuild trust across the service.

We discussed the importance of revisiting the service's vision, values and aims to develop a shared understanding and clearer direction for improvement. The service would benefit from creating more opportunities for meaningful staff engagement, regular wellbeing discussions, team-building activities and effective recognition of staff achievements. These measures would support the development of a more positive and respectful culture.

Children benefited from free-flow access between indoor and outdoor environments which provided valuable play and learning opportunities. However, systems for monitoring children's whereabouts were not sufficiently robust. The shared use of indoor and outdoor spaces by two playrooms made headcounts and accountability more difficult. Although staff completed checks of outdoor areas at the end of sessions, there was not a clear system in place to consistently monitor the movement of children between environments. We discussed the need for more effective procedures to ensure children could be accounted for at all times.

The service had already taken action to secure gates leading to public areas following concerns identified. We observed a period when the main entrance was not being actively monitored. Parents were holding the entrance door open, and access to the building was not appropriately controlled for a period of time. While staff responded when alerted, this represented a lapse in supervision arrangements.

Child protection arrangements were generally well-established, and records demonstrated that staff and management were attentive to children's wellbeing. They regularly liaised with relevant agencies to share concerns and follow-up on any ongoing cases where children and families required support. However, we identified a missed opportunity to share a safeguarding concern with the appropriate lead agency. While staff had documented the concern and the context surrounding it, the information was not escalated in line with local and national child protection procedures. Strengthening practice in this area will help ensure safeguarding concerns are consistently considered through appropriate multi-agency processes (see area for improvement 1).

Areas for improvement

1. To ensure that children are safe and protected from harm, the provider must ensure that concerns are shared and reported to relevant lead agencies in line with national guidance and local procedures at all relevant times.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state 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 4 - Good

Quality indicator: 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 experienced warm, welcoming, nurturing and stimulating environments which supported their learning and development well. Children had access to a comfortable and inviting space which included cosy areas, rugs and cushions. A range of natural materials and loose parts promoted curiosity, exploration and creativity. Resources supported literacy, numeracy, imaginative play and problem-solving skills, enabling children to learn through meaningful play experiences.

Staff demonstrated a good understanding of how to support children's learning through both planned and spontaneous interactions. We observed staff skilfully promoting literacy and numeracy within everyday play experiences. For example, when a child was hiding, staff sang them a familiar song, encouraging counting and language development. Another child confidently joined in, demonstrating their knowledge of vocabulary and number sequences. Older children were appropriately challenged during play. We observed one child rolling a hoop across numbered markings on the ground. When the hoop passed the number 10, a staff member encouraged further thinking by asking if the child knew a number greater than 10. The child confidently responded with "12", demonstrating emerging numeracy skills. Staff used these interactions well to extend learning and build on children's interests.

Children benefited from having a consistent playroom base while also enjoying the freedom to access shared outdoor spaces throughout the day. This arrangement provided opportunities for social interaction, exploration and learning across a wider range of experiences.

Outdoor play was a significant strength of the service. Children were engaged and enthusiastic as they accessed a variety of stimulating experiences including climbing equipment, a rope swing, football, loose parts play and imaginative games. Staff were well deployed across the outdoor environment and were responsive to children's interests benefiting from rich play experiences. We observed staff supporting children's learning through storytelling, singing, creative experiences and exploratory play. Staff effectively scaffolded learning and encouraged children to develop confidence, resilience and independence.

Children demonstrated independence and ownership of their learning. They freely accessed resources, made choices about their play and confidently moved between activities. Staff knew children well and tailored interactions to meet individual needs. This included supporting children who were settling into the service, children with English as an additional language and those requiring additional support. Staff were attentive to children's verbal and non-verbal communication and ensured all children were included in experiences. We observed staff responding sensitively to children's emotional needs while also providing opportunities for appropriate challenge and independence.

Staff spoke positively about professional learning opportunities linked to champion roles. We saw evidence of the positive impact of literacy and music initiatives, with children actively participating in songs, stories and group discussions. Digital champions had also developed approaches to strengthen parental engagement through themed stay-and-play sessions, supporting families to become more involved in children's play and learning.

Staff demonstrated a balance between responsive and intentional planning, with clear links to experiences and outcomes for children. Observations and evaluations identified children's progress and informed next steps in learning. Children's wellbeing and developmental goals were reflected within care planning documentation.

The service was in the process of transitioning to a new learning journal platform. Although this had temporarily created some challenges in tracking children's progression across systems, staff were able to demonstrate children's learning and development. Monitoring activities had helped identify gaps in planning and supported ongoing improvement. To further strengthen practice, the service should continue developing systems for tracking children's progress and consider extending opportunities for peer review and professional dialogue to support consistency in identifying and recording next steps in learning.

Children are supported to achieve — 5 - Very Good

Quality indicator: Nurturing care and support

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 played happily and explored their surroundings with confidence, supporting their wellbeing and a sense of security. They were encouraged to be kind, helpful and respectful, supporting positive relationships with their peers. Children demonstrated strong attachments with staff which promoted trusting relationships and emotional wellbeing. We received positive feedback about relationships with staff. One parent commented: "All staff are so friendly and supportive."

Staff were nurturing and attentive to children's needs. Staff respected children's dignity and rights during personal care routines and daily interactions. They sought children's permission before changing nappies, wiping noses or supporting dressing. This promoted children's comfort, trust and sense of security within the nursery.

Staff valued and promoted children's cultural identities, helping them develop a strong sense of belonging. This promoted inclusion through meaningful learning experiences. For example, staff successfully embedded opportunities for children to experience and celebrate diverse languages and cultures through storytelling in different languages. As a result, children developed a greater appreciation of diversity within a warm, inclusive and respectful learning environment.

Children benefited from well-developed personal planning arrangements which supported staff to meet their individual care, support and learning needs. Staff worked closely with families to gather meaningful information about each child, enabling them to develop a good understanding of children's personalities, interests, preferences and routines. Personal plans included relevant information about children's wellbeing, development and learning, helping to ensure that support was responsive to their individual needs.

The management team had recently introduced a monitoring system to provide a more comprehensive overview of children's needs across the service. This demonstrated a proactive approach to quality assurance and continuous improvement in this area. As this develops further, it has the potential to strengthen oversight and support greater consistency in identifying and responding to children's individual needs. We discussed how the use of a one-page profile document, similar to those already used for some children requiring additional support, could further enhance accessibility of key information for staff and support a consistent approach to meeting children's current needs.

Children with additional support needs were well-supported. Comprehensive wellbeing assessment plans clearly identified individual strengths, needs, strategies and supports required to achieve positive outcomes. Where appropriate, detailed risk assessments were in place and reflected children's specific circumstances. Staff worked in partnership with parents, and a range of external professionals, to ensure children received coordinated and consistent support.

Mealtimes were a positive and relaxed experience for children. Children were provided with sufficient time to enjoy their lunch at their own pace, and staff were attentive to their individual needs throughout. The rolling lunch arrangement supported children's access to play while ensuring a calm atmosphere. We observed warm interactions and meaningful conversations between staff and children which contributed to a nurturing and homely dining experience, particularly for younger children. Children enjoyed eating together in a shared space, promoting social interaction and a sense of community.

To further enhance the experience, the service could consider increasing opportunities for children to develop independence through greater involvement in serving food and drinks, this could be done at individual tables rather than a serving station to allow more engagement with staff at the table. Overall, mealtimes supported children's wellbeing, social development and enjoyment.

Transitions were planned thoughtfully and at a pace that reflected each child's individual needs. New families were welcomed into the setting helping them become familiar with staff and the environment. This helped children feel secure and confident. Staff worked closely with the local school to support continuity in children's learning and wellbeing. These approaches helped children experience positive and successful transitions.

Children experienced intergenerational learning experiences as they regularly visited a local care home. This opportunity brought people of different ages together to learn from one another. Experiences included dancing, storytelling and baking for care home residents. This supported children to develop empathy, compassion and respect for others within their community.

Families were warmly welcomed, and staff kept them informed about their children's day. Stay-and-play sessions strengthened links between home and nursery, while the lending library and Bookbug sessions supported children's early literacy. These opportunities enabled children to learn alongside their families.

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	4 - Good
Playing, learning and developing	4 - Good

Children are supported to achieve	5 - Very Good
Nurturing care and support	5 - Very Good

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