Hazelwood School
Day Care of Children

50 Dumbreck Court
Glasgow
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Telephone: 01414 279 334

Type of inspection:
Unannounced

Completed on:
30 April 2026

Service provided by:
Glasgow City Council

Service provider number:
SP2003003390

Service no:
CS2007153978

About the service

Hazelwood School Nursery is a specialist day care of children service located in Drumbrek in the southside of Glasgow. The service is provided by Glasgow City Council and is registered to provide care to a maximum of 16 children aged two years to not yet attending primary school. At the time of inspection there were 9 children in attendance.

The service operates from a purpose built single storey building, specially designed to meet the needs of children with sensory and dual impairment, and additional complex needs. Nursery children accessed two main playrooms, a secure shared garden space, sensory room and hydrotherapy pool.

About the inspection

This was an unannounced inspection which took place on 29 and 30 April 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 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
- reviewed electronic feedback from four families
- spoke with staff and management
- observed practice and daily life
- reviewed documents
- spoke with visiting professionals
- assessed core assurances.

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 the service is operating legally. At the time of this inspection, no improvements were identified relating to core assurances.

Key messages

- Children experienced sector leading care from exceptionally skilled staff who focused on their emotional security.
- An exemplary total communication approach empowered all children to express themselves in ways that suited them, with their voices consistently promoted, valued and championed.
- Children experienced rich, inclusive, developmentally appropriate learning experiences that enabled them to thrive and flourish as individuals.
- Children developed valuable life skills that enabled confident, active participation in their community, positively enriching family life.
- Management and staff demonstrated an exceptional level of commitment and worked collaboratively with other agencies to support excellent outcomes for children and families.
- Reflective self-evaluation and focused improvement planning were strengthening experiences for children and families.

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	5 - Very Good
Children play and learn	6 - Excellent
Children are supported to achieve	6 - Excellent

Further details on the particular areas inspected are provided at the end of this report.

Leadership 5 - Very Good

Quality indicator: Leadership and management of staff and resources

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.

Leaders and staff shared a strong vision focused on improvement and positive outcomes for all. The vision, values and aims had originally been developed in partnership with families, children and other professionals to create a shared and meaningful vision of what was important to the setting. This included children being at the heart of the service and knowing them and their families well so that care and learning was personalised and relevant. We found this was reflected in practice and embedded in the culture of the setting. This supported high quality care and learning experiences for all children. We suggested the addition of children's rights would further enhance the vision, values and aims as these were strongly featured in the work of the setting.

Ongoing self-evaluation was taking place against the national frameworks and guidance. This provided opportunities for staff to reflect on practice and enabled the setting to identify meaningful areas for development and create clear priorities for improvement. The pace of change was carefully considered, ensuring all staff were included and contributed to the improvement journey together. This allowed for meaningful reflection, deeper engagement with improvement priorities and sustained progress over time.

For example, children's individual physical, learning and developmental needs had been thoughtfully and sensitively considered. As a result, the service made the decision to create two separate nursery playrooms, each aligned to children's specific stages of development. This approach enabled staff to adapt the environment, including the layout, furniture and resources in ways that were highly individualised, responsive to children's needs and supportive of their safety. This meant staff were able to plan learning experiences that were purposeful, developmentally matched and tailored to each child, supporting progression across all areas of learning.

A collaborative approach to self-evaluation was embedded across the service, with children, families, staff and visiting professionals actively encouraged to contribute to its development. Feedback was routinely gathered through a range of methods and used effectively to inform planning and improvement activity. Parents had expressed a clear desire for more family engagement opportunities, particularly those that celebrated children's achievements. In response an additional 'Celebrating Success' event was created. This provided valuable opportunities for families, children and staff to come together and recognise children's progress. This strengthened relationships, promoted a shared understanding of children's learning, and created a positive, inclusive culture where achievements were valued and celebrated.

This inclusive approach strengthened the quality culture and helped ensure the service remained responsive to the needs of its community. To further strengthen processes, we suggested that the service more clearly share actions taken in response to feedback, demonstrating how the views of all parties had directly influenced change and improvement.

Leadership was encouraged at all levels, creating a culture where staff felt included, empowered and valued. They were given meaningful opportunities to lead change by taking responsibility for priorities within the setting's improvement plan. This approach resulted in positive outcomes for children and

families. For example, family engagement initiatives enabled parents to meet and build relationships with one another. These connections helped families develop supportive networks with others who shared similar experiences, contributing positively to family life and enhancing parental wellbeing.

Leaders understood the importance of ongoing monitoring and auditing of key aspects of the service such as, personal plans, observations, medication and accidents. This had positively contributed to children's health and wellbeing needs being met. We suggested, highlighting the follow up actions taken after medication or accident events would enhance existing audit processes and demonstrate their positive impact on consistency for children's care.

The manager understood the importance of building and sustaining a professional and highly skilled team. Clear processes were in place to support the induction and mentoring of new staff, students and cover staff. The service made use of the National Induction Resource and training opportunities to ensure staff were equipped with the skills and knowledge they needed to provide high quality care to children. This supported staff confidence and wellbeing to deliver positive outcomes for children.

Children play and learn 6 - Excellent

Playing, learning and developing

We evaluated this quality indicator as excellent where aspects of performance were outstanding and sector leading.

Staff demonstrated high levels of confidence and expertise in the experiences they provided. Their practice was strongly underpinned by national guidance, including Realising the Ambition, Curriculum for Excellence and the UNCRC (UN Convention on the Rights of the Child). This meant staff were consistently effective in delivering a highly individualised approach to planning, observing and assessing children's development and learning. This had positively impacted on children's individual development and progression in their learning.

Staff were exceptionally skilled in following children's play cues and interpreting their message. They intuitively responded to engage children in play whilst being extremely mindful of children's tolerance levels and emotional wellbeing. This supported children to be meaningfully engaged in their play and learning at a pace that was right for them and allowed them to flourish as individuals. Staff showed a deep and secure understanding of child development, which positively influenced the quality of experiences offered. As a result, children benefited from high quality, inclusive and developmentally appropriate opportunities that supported their progress and wellbeing.

Children with complex additional support needs experienced an exceptional multi-sensory storytelling session that was highly responsive to their individual ways of engaging. Children were supported to sit together in a circle where they could see one another, creating a strong sense of inclusion and shared experience. Staff sat alongside them, offering sensitive encouragement as children explored a wide range of carefully chosen props. Real life items, such as scarecrows, enabled children to feel, smell and touch elements of the story, while gentle sprays of water helped them experience the sensation of rain. Children were also able to activate large switches that played music, giving them meaningful control and participation. Children's relaxed body language, smiles and eagerness to explore the props clearly demonstrated the joy and connection this high quality experience brought.

Visiting professionals such as, speech and language therapists, physiotherapists and a clinical music therapist worked closely with staff to implement highly focused, individualised support programmes. This included physiotherapy sessions in the hydrotherapy pool and clinical music therapy sessions. Staff made excellent use of advice from visiting professionals and confidently implemented programmes with consistency, ensuring children experienced interventions that were both therapeutic and meaningful.

The hydrotherapy session provided highly focused, skilled support that enabled the child to feel relaxed, confident and fully engaged. Staff demonstrated outstanding communication and attuned interactions, creating a calm, trusting environment where the child actively participated. As they moved together through the water to promote physical movement and coordination, there were beautiful moments of shared connection, joy and laughter. The child's positive responses clearly reflected the exceptional quality of this experience.

As a result of collaborative working, children experienced unique, individualised learning and development experiences. Visiting professionals shared with us how children's physical skills and communication had significantly improved as a direct result of staff support. There was also a marked reduction in children's anxiety, contributing to safe and supportive learning environment. These outcomes demonstrated outstanding practice, where strong professional relationships and a highly skilled team delivered exceptional, life enhancing benefits for children.

Staff worked in genuine and highly effective partnership with parents to support children's individual learning and development. This collaborative approach was deeply embedded across the setting and resulted in exceptional continuity of support between home and nursery. Resources used in the nursery were thoughtfully duplicated and shared with families, ensuring children experienced consistent learning opportunities across both environments.

Parents regularly shared information about aspects of daily life their children found challenging, such as becoming extremely distressed in café settings or struggling to hold an adult's hand when outdoors. Staff responded to this information with sensitivity and professionalism, incorporating targeted opportunities within the nursery and local community to help children develop these skills in a safe, supported way. This demonstrated a highly responsive and child centred approach, where staff adapted practice swiftly and effectively to meet individual needs.

As a result parents reported significant improvements in their children's emotional regulation and ability to cope in social spaces. They described their children as being more relaxed, content and able to participate more fully in everyday family activities. This had a transformational impact on family life, enabling families to feel more included, active and connected within their local community.

Children are supported to achieve — 6 - Excellent

Nurturing care and support

We evaluated this quality indicator as excellent where aspects of performance were outstanding and sector leading.

The service demonstrated outstanding practice in nurturing care and support. Staff were highly attuned to children's needs and responded with exceptional levels of love, patience and kindness. We observed children who were consistently relaxed and content, demonstrating a strong sense of emotional security within the setting. Examples included, children engaging in intense eye contact with adults, shared smiles

and laughter, tight hugs and children choosing to sit on adults' knees for comfort. This resulted in deep, secure attachments and meaningful, trusting connections between children and adults.

Parents significantly valued the quality of care their children received. They commented that a key strength of the setting was, "the consistency of care and staff professionalism, empathy, patience and kindness towards my child's needs and disabilities." This highlighted the exceptional impact of staff's practice on children's wellbeing and on families' confidence and trust in the service.

A total communication approach, including visuals, eye gaze technology and signing, supported non-verbal children to communicate their wants and needs. These approaches were embedded seamlessly and used with outstanding effectiveness. These strategies ensured that every child, regardless of need or stage of development, could express themselves confidently and participate fully in the life of the setting. This created an environment where children's voices were actively championed, meaningfully acted upon and central to decision making. The setting's commitment to children's rights and inclusion was outstanding, resulting in a culture where children felt empowered, respected and genuinely heard.

Personal plans contained highly detailed, comprehensive information that clearly outlined each child's needs, strengths and the specific support strategies required. These plans were developed and updated through a robust, collaborative process involving families and relevant professionals, ensuring they were consistently accurate, meaningful and responsive to children's changing needs.

Learner profiles within the playroom were exceptionally well organised and accessible, enabling all staff to have immediate access to the information needed to meet children's individual needs. This ensured outstanding continuity of individualised care and support for all children.

Mealtimes were a relaxed, unhurried and highly nurturing experience for children. Support staff worked exceptionally closely with key workers to ensure that children with specialist feeding needs received sensitive, dignified and highly individualised support. This ensured that all children experienced mealtimes that were safe, comfortable and enjoyable.

Children were able to move freely when needed to regulate their emotions. This enabled them to return to the table and spend sustained periods sitting calmly, happily and confidently with others. Staff used ongoing, attuned communication to promote interaction, language development and connection with both adults and peers, making mealtimes a rich, sociable, meaningful and safe experience.

Transitions were highly individualised and carefully planned in collaboration with families, other professionals and establishments. Home visits contributed to building strong relationships, underpinned by trust and safety. This supported children and families to feel safe and confident during times of transition. Transitions within the setting were managed sensitively in line with children's needs. This supported their emotional wellbeing and sense of security, enabling them to participate in daily routines and nursery life.

Children and families were at the heart of the service. Staff took time to get to know children and their families well. Connections were strengthened through meaningful family engagement opportunities such as, stay and play sessions and celebration of achievement events. Staff had trained parents in Makaton signing, to support them to build their children's capacity for communication and enabling families and children to communicate with each other. This supported parents to feel immensely valued and meaningfully included in their child's care, support and learning.

What the service has done to meet any areas for improvement we made at or since the last inspection

Areas for improvement

Previous area for improvement 1

The provider must ensure that the recording of information within the administration of medication forms meet best practice guidelines including but not limited to:

- parental signatures to confirm medication has been given to the child previously in case of allergic reaction
- dates and times medications are administered
- dosage of medication administered
- detailed symptoms for administering medication.

NCS 3: Early Education and Childcare up to the age of 16 - Health and Well-being.

This area for improvement was made on 28 November 2018.

Action taken since then

The service had made significant and sustained progress in strengthening medication procedures and supporting children's health needs. The health and wellbeing support team had implemented robust and reliable systems, ensuring that all medication records were clear, detailed and consistently maintained. Information about children's medical needs was comprehensive and regularly updated, reflecting ongoing communication with families and medical professionals.

As a result, staff were able to administer medication safely, confidently and in line with best practice guidance. This ensured children's health and wellbeing needs were met to a consistently high standard.

Therefore we were satisfied this area for improvement had been met.

Previous area for improvement 2

The provider should consider the pace of the day and increase the variety of resources used within the nursery to promote children's learning and development. Increased access should be given to creative, imaginative, explorative, sensory and natural experiences and those that support schemas for children.

NCS 5: Early Education and Childcare up to the age of 16 - Quality of Experience.

This area for improvement was made on 28 November 2018.

Action taken since then

The service had made significant and sustained improvements to ensure the pace of the day was balanced, responsive and fully aligned with the individual needs of children. Resources were carefully considered and thoughtfully selected, taking full account of each child's stage of development, likes and interests. Children had access to a wide range of natural and sensory materials, which strongly supported creativity, exploration, rich sensory play experiences and schematic play.

Therefore we were satisfied this area for improvement had been met.

Previous area for improvement 3

The service should review and develop their paperwork relating to personal plans to ensure that the information being recorded is meaningful, clear, allows effective monitoring of children's progress and links to planning for learning.

NCS: Early Education and Childcare up to age of 16- Support and Development.

This area for improvement was made on 28 November 2018.

Action taken since then

The service had made significant and sustained progress in strengthening the quality and effectiveness of children's personal planning. Significantly detailed information was in place for every child, including learner profiles, communication passports and transition passports. This ensured staff had a comprehensive and holistic understanding of each child's needs which positively contributed to planning for children's learning and progression in their development.

Therefore we were satisfied this area for improvement had been met.

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	5 - Very Good
Leadership and management of staff and resources	5 - Very Good

Children play and learn	6 - Excellent
Playing, learning and developing	6 - Excellent

Children are supported to achieve	6 - Excellent
Nurturing care and support	6 - Excellent

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