Beechwood Nursery School
Day Care of Children

48 Newhills Road
Glasgow
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Telephone: 01417 733 653

Type of inspection:
Unannounced

Completed on:
22 July 2026

Service provided by:
Glasgow City Council

Service provider number:
SP2003003390

Service no:
CS2008186359

About the service

Beechwood Nursery School is registered to provide a care service to a maximum of 75 children. At the time of inspection there were 25 children were in attendance.

The service is located in the North East of Glasgow close to local amenities such as parks and shops. The children are accommodated within two playrooms with direct access to a spacious outdoor area.

About the inspection

This was an unannounced inspection which took place on 21 and 22 July 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 using the service
- spoke with staff and management
- observed practice and daily life
- reviewed documents
- received electronic feedback from parents/carers

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, no improvements were identified relating to core assurances.

Key messages

- Children's views informed planning for play and learning, promoting high engagement.
- Management demonstrated a clear commitment to continuous improvement and positive outcomes for children and their families.
- Children were happy, settled and confident, with friendships supporting children's wellbeing..
- We identified improvements that would support children's privacy and dignity for personal care needs.
- Outdoor play was well embedded, supporting children's health, physical development and enjoyment.
- Children experienced warm, nurturing care and felt safe, secure and valued.
- Partnership with families and strong transition arrangements supported continuity of care 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	5 - Very 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 5 - Very Good

Leadership of management 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.

The service's vision, values and aims were reflected in practice, supporting a safe and nurturing environment for children. Children were happy and having fun. Staff provided a safe environment and had positive relationships with children. The service had reviewed their vision, values and aims in consultation with children, families and staff. This further strengthened a sense of belonging and ownership and supported the service to remain responsive to the needs and aspirations of children and families attending.

There had been recent changes to the management team which had been sensitively handled. Staff shared with us that the pace of change supported the service, children and staff needs. Management demonstrated a clear commitment to improvement, actively involving and valuing the contributions of families and children. This included a 'choices and voices' wall giving monthly opportunities for families and children to have their voices heard. One parent told us, 'I feel the service actively involves parents in meaningful ways to help develop and improve their provision. They regularly ask for feedback and are very open to suggestions.'

We could see evidence of progress within the service improvement plan including the development of parental engagement activities, community work and staff training on nurture principles. Sustainable change was achieved due to an appropriate pace of change.

Due to a distributed leadership approach, staff were motivated and committed to making changes to support better outcomes for children. Staff had champion roles including digital, risk assessments, nurture, parental engagement and community/outings. Staff were passionate when discussing these and spoke positively about the impact and developments made.

Management carried out audits across a range of areas to include medication, accidents and incidents and personal plans, learning journals. This enabled the service to identify strengths and areas for improvement, supporting ongoing development and improved outcomes for children.

Each new staff member was supported by a mentor who understood their role in guiding the inductee. An induction programme was in place to support new staff to develop a clear understanding of their roles, responsibilities and effective ways of working to meet children's needs.

Children play and learn 5 - Very Good

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 were happy, confident, and fully engaged in their play experiences. They had regular opportunities to make informed choices about their play and learning within an enabling environment. Staff provided appropriate space, sufficient time, and supportive interactions when required, ensuring children felt secure and supported while exploring their interests. This approach upheld children's rights to play, make choices, and develop independence.

Children spent prolonged periods of time involved in activities, both independently and alongside their peers, demonstrating concentration and enjoyment. There was a balance between planned experiences and spontaneous learning opportunities. These included a variety of activities such as creating houses from shoe boxes, using the large block play area to make a den and role playing a café. One parent commented, 'There are always a wide variety of opportunities and activities available for my daughter to be involved in. The staff put a lot of thought and effort into planning engaging experiences for the children.'

Children's language, literacy, and numeracy skills were supported and enhanced through warm, responsive interactions. Staff consistently modelled rich, varied language, and used developmentally appropriate questioning to support vocabulary development, extend thinking, and deepen children's understanding. This included discussions about shape and numbers, reading stories and singing songs.

All children had direct access to outdoors and chose when to access this. Outdoor play offered opportunities to develop imagination and curiosity through the use of a mud kitchen, water play and games. Children had access to loose parts to support physical play and creativity. There were opportunities indoors for risky and physical play using balance and climbing equipment. This supported children's health and wellbeing.

Children's play and learning experiences were extended beyond the setting. The service had access to a minibus from a local community hub. This gave children opportunities to have visits to a sea life centre and local outdoor play area. There were also regular visits to the library and local sports centre to. This supported children's engagement with the local community.

Planning for children was based on observations of their interests and developmental needs. Children were consulted in planning for their play and learning experiences and this was shared with parents. Staff showed genuine interest in what the children had to say, actively listened and responded in ways that affirmed the children's thoughts and feelings. This enabled staff to respond meaningfully to children's needs and wishes, promoting their wellbeing and sense of belonging.

There were clear links between children's learning experiences and their interests and needs. Staff tracked children's learning to identify progression and development as well as any potential gaps. Staff responded to children's emerging interests and planned for these.

Observations of children's learning were shared with parents via an online platform. Observations of play experiences noted the learning and development taking place. The service had identified that there was space for improvement in observations, and we agreed that further development would support staff to record observations of children's spontaneous play experiences.

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 were happy, settled and confident in their environments and had developed friendships which enhanced their wellbeing. Staff were nurturing and caring in their interactions, responding to children with warmth and attentiveness. These positive engagements supported children to feel safe, secure and contributed to the positive relationships they had with staff. Parents told us, 'I really value the care and support my child receives from the service. They consistently go above and beyond to meet their individual needs, showing a high level of patience, understanding and calmness, which makes a huge difference for them' and 'The most positive aspects of my child's experience in the service are the care, attention and understanding they receive from all staff.'

Mealtimes were a calm, relaxed and unhurried experience. A rolling mealtime experience for older children supported children to complete their play naturally before transitioning to mealtimes, promoting smooth transitions. Children were encouraged to develop independence and responsibility through serving food, pouring drinks and clearing away used mealtime items. Staff sat with children throughout meals supporting the experience to be social and safe.

Personal plans were in place for all children and were created in partnership with parents and carers. They were reviewed regularly and were relevant and responsive to children's current needs and changes over time. Plans identified targets and goals for children's development, supporting staff to develop strategies and experiences to meet their needs. Staff worked well with other professionals to develop strategies for children with additional support needs, and we could see these being used in practice.

Personal care routines supported children's privacy and dignity. Children being asked before having noses wiped and had clothes changed in private. Management had made improvements to toileting and changing areas to support children's privacy and dignity. We discussed with them that the changing area for younger children did not fully support children's privacy and dignity. An area for improvement has been made to address this.

(See area for improvement 1).

Staff planned for children's transitions in partnership with parents and carers. Meaningful communication systems ensured key information was shared with relevant staff in advance, supporting continuity of care, play and learning. Transitions also extended to supporting children and families moving on to school, with regular visits to school starting earlier in the year.

The service understood the importance of positive relationships with families. Families were warmly welcomed into the service, and staff took time to engage in conversation and share information about the children's day and experiences. Family engagement was encouraged through stay and play sessions, sponsored walks and parents' evenings. Home link resources were also available including play along maths,

lending library and bedtime read. This supported positive relationships, inclusion and a sense of belonging for children and families. One parent told us, 'I feel supported as a family, and they care not only for my children's health and well-being but our family as a whole.'

Areas for improvement

1.

To ensure that children's personal care needs are met with privacy and dignity, the provider should ensure that that there is a separate, private changing area for children in the two to three room.

This is to ensure the service complies with the Health and Social Care standards (HSCS) which state: 'If I require intimate personal care, this is carried out in a dignified way, with my privacy and personal preferences respected (HSCS 1.4).

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