Govanhill Nursery
Day Care of Children

335 Allison Street
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Type of inspection:
Unannounced

Completed on:
26 November 2025

Service provided by:
Govanhill Nursery Ltd

Service provider number:
SP2023000449

Service no:
CS2023000427

About the service

Govanhill Nursery is registered to provide a care service to a maximum of 68 children aged between three years and primary school entry at any one time. The service is in partnership with Glasgow City Council. The nursery is located within the Govanhill area of Glasgow. The accommodation is on one level. There are four main playrooms which children have free flow access as well as direct access to a secure outdoor play space. The service is close to local amenities such as shops, library, parks and main transport links.

About the inspection

This was an unannounced inspection which took place on 25 November 2025 between 09:15 and 17:30. This 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 and complaints information, information submitted by the service and intelligence gathered throughout the inspection year.

To inform our evaluation we:

- spoke with children attending the service
- received electronic feedback from 17 families whose children attended the service
- received electronic feedback from five staff who worked in the service
- 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, no improvements were identified relating to core assurances.

Key messages

• Children benefited from a dedicated staff team who worked well together and had created a welcoming, inclusive environment.

• We found that staff were motivated, well led and passionate about improving outcomes for all children.

• Children's wellbeing was supported through a robust personal planning system that was in place for all children.

• The importance of recruiting and retaining a stable and skilled team was recognised by the management team as essential to the wellbeing of children.

• Increasing children's access to the outdoors and free-flow movement between play spaces that would extend opportunities for children to lead their own play and learning.

• More flexible use of planning and observation tools could strengthen existing opportunities for children to shape their play environments.

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 thrive and develop in quality spaces	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

Quality indicator: 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 leadership approach we observed in place was clearly founded on principles of quality care and learning, engagement with children and their families and an active improvement culture. The manager was committed to providing the highest standards for children, and families. The aims and objectives of the nursery were embedded in the everyday life of the setting and informed staff practice. The manager and staff were committed to including all stakeholders in the design and review of their vision, values and aims. These reflected the high aspirations of the children and families who used the nursery.

Staff engaged meaningfully with self evaluation. Their shared reflection had been underpinned by a national quality improvement framework for the early learning and childcare sector. This included the selective use of a wide range of challenge questions to reflect on their practice and assess progress against national improvement framework quality indicators. This contributed to a culture of professional dialogue and collective responsibility for improvement.

The manager had created conditions where all staff felt increasingly confident to initiate well-informed change and share responsibility for improvement processes. A clear culture of distributed leadership was evident across the setting. Staff were empowered to take ownership of developments and contribute meaningfully to decision-making. This approach promoted collaboration and strengthened the overall quality of provision. A variety of leadership roles had been established, each linked to themed initiatives and key areas of the early years curriculum. These included leadership in literacy, numeracy, outdoor play, children's rights, health and wellbeing, and STEM (Science, Technology, Engineering and Maths). Staff leading these areas demonstrated enthusiasm and commitment, which helped drive forward improvements and embed best practice. For example, leadership in literacy ensured children experienced a rich variety of early writing and mark making opportunities. The leadership approach fostered innovation and continuous improvement, ensuring that children experienced quality learning opportunities across a range of curriculum areas.

The importance of recruiting and retaining a stable and skilled team was recognised by the manager as essential to the wellbeing of children and staff. Staff were recruited in a way that was informed by national guidance on safer recruitment practices. The manager ensured that new staff were safely recruited and that they understood their responsibilities within the team. We highlighted the value of incorporating the Scottish Government's National Induction Resource to support a new member of staff's ongoing reflective discussions with a mentor. This can help to ensure induction is seen as a continuous and extended process. It has the potential to enhance the systems already in place for ongoing mentoring of new staff that contribute to children's and staff's overall health, wellbeing and safety.

Children thrive and develop in quality spaces 4 - Good

Quality indicator: Children thrive and develop in quality spaces

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 physical environment provided a secure and safe setting for children while respecting their rights and reflecting the setting's aims and objectives. Children's achievements in play were valued and celebrated, and resources promoted diversity, equity, and inclusion. This included Makaton signs and Boardmaker symbols to support communication needs. Families and communities were positively reflected in resources and experiences, helping children develop respect and understanding of their world. These approaches ensured children felt included and developed confidence in their identity and community.

Staff worked well together to promote a safe environment. Training in health and safety and infection control meant staff were confident in maintaining a clean, safe setting, including food safety practices. Monitoring and maintenance systems were consistent and effective. This supports children's wellbeing and reassured families that care standards were consistently upheld.

The environment enabled children to make decisions and act independently within safe boundaries. They led aspects of play and took responsibilities at snack and meal times. Furniture and resources supported choice and free play, with varied, adaptive materials meeting individual needs. Staff understood the benefits of rich, multi-sensory play for learning and resilience. This empowered children to develop independence, problem-solving skills, and confidence in their abilities.

Staff understood the benefits of outdoor play and promoted sustainability through caring for resources and the natural environment. Children learned about planting, growing, recycling, and reducing waste. These experiences helped children build environmental awareness and lifelong habits that support sustainability. We highlighted approaches to staff deployment that would widen children's free-flow movement and increase outdoor access. This will extend opportunities for child-led play and enhance learning through exploration and choice. Provision of resources in some outdoor spaces was limited. We highlighted approaches for creating more inviting areas with play provocations to motivate engagement. Improving these spaces will increase the depth of challenge within play experiences and support children's physical, social, and cognitive development. We identified a need for more regular planned outdoor play in parks and woodland spaces beyond the nursery setting to increase children's enjoyment of fresh air and challenging play. The manager agreed to prioritise this in future staffing and improvement planning. This can enrich children's experiences and promote wellbeing through active, adventurous play.

Arrangements for storing and processing children's personal information complied with legislation and best practice. Electronic systems were secure, and staff understood their responsibilities. This ensured confidentiality and built trust with families.

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.

Staff had high aspirations to enable children to be successful. We found that staff used observations of children's significant play interests to adapt their support for and resourcing of play experiences for individual children. This supported staff to talk reflectively about the quality of play experiences on offer. The management team monitored the quality of staff observations to ensure they were used to support planning of children's play and learning in ways that were meaningful to children. As a result, children were confident, happy and motivated to learn.

Staff worked with families to support their understanding of the benefits to children of play-based learning experiences which challenge and delighted them. This included a "bedtime bear" home literacy home link project encouraging children's enjoyment of shared storytelling experiences. It included workshops in health and wellbeing where parents learned about the nursery approach to toothbrushing, healthy eating and drinking. This collaborative approach fostered parental involvement in ways that supported children's wellbeing and development and gave them opportunities to flourish.

We highlighted strategies and observation approaches for developing children's sense of ownership of leading change related to their self chosen collaborative play projects. We discussed with staff how this would help them to document how key current improvement goals related to children's play based rights were being taken forward. It will support the systems already in place that encourage staff to refer to the articles of the UNCRC when planning and reflecting on children's play experiences. It can enhance the work staff currently take forward to ensure children's collaborative play projects are powerful driver for creativity, confidence, and meaningful learning. Staff agreed that more flexible use of planning tools based on observations of children's most engaging and involving group play experiences could strengthen existing opportunities for children to shape their play environments. This can extend opportunities for staff to reflect on when children display deep level engagement in their play and support them to provide greater autonomy and choice as to how this will be taken forward.

We highlighted to staff, planning strategies for extending the breadth and depth of children's learning and linking children's ideas across different play spaces. We discussed potential adaptations to current planning and documentation approaches that would extend their shared daily reflection on and responsiveness to children's changing play plans as they evolved. Staff agreed that this would increase opportunities for professional dialogue about linking and extending children's learning opportunities across the range of play spaces within playrooms and outdoors.

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.

Children experienced warm, consistent, and responsive care across both indoor and outdoor environments. Staff interactions were nurturing and developmentally appropriate, which supported children to feel secure, valued, and confident in expressing their needs. Parents who provided written and verbal feedback commented positively about how staff nurtured and engaged with them and their children. One parent told us: "I'm fully involved in my child's care and how she's doing in nursery." Another parent commented: "We have an app where we track the plan. A WhatsApp group informs us of the weeks plan like songs and book of the week. Every day at pick up staff do inform us on the day to day care issues." We found daily conversations between staff and parents supported them to reflect on their practice to ensure it was adapted to supported children's transitions including their evolving needs and development. This helped children to receive responsive and individualised care that promoted children's emotional security and confidence.

We found children's wellbeing was supported through personal planning system that was in place for all children. Personal plans valued the individuality of each child and took account of parents views with whom all plans were agreed and shared. Personal plans for children requiring additional support were comprehensive and well-structured, incorporating wellbeing assessments and health care information. Collaborative working with families and external professionals ensured children's support needs were identified and addressed. Inclusion meetings and multi-agency contributions to personal plans promoted consistency and continuity of care. We highlighted a need for the manager to ensure more consistent monitoring of personal plans to ensure that current key care support and learning strategies were clearly set out for each child. We highlighted the value ensuring tracking systems for children's learning provide a more continuous picture of children's progress in key areas of learning across throughout the nursery year. Enhancing monitoring and tracking systems will enable the service to maintain a clear and continuous overview of each child's progress. It can enhance the systems already in place that ensure children experience timely interventions that support positive outcomes in their individual wellbeing and development.

Staff recognised that children's daily routines provided opportunities to connect with children and support their growth and development. We discussed with the manager how lunchtime dialogue between keyworkers and children would be improved by being less task-focused and relating more consistently to children's daily lives, experiences and interests. By enhancing these interactions, the service can create richer, more meaningful conversations that strengthen relationships and promote children's language development and emotional wellbeing.

We observed children being handed over and picked up by parents and related exchanges with staff. It was clear from these that staff knew children well and parents and carers felt valued and supported. A number of events had been organised throughout the nursery year to build the staff teams connections with families and increase their engagement in the nursery. This included: home book lending schemes; a parental health and wellbeing workshops; book and cake day; termly parents evenings, a digital newsletter, parental drop-in chat sessions, children's graduation ceremony. These approaches helped foster strong, trusting relationships between staff and families, leading to increased parental involvement and a shared understanding of each child's needs, interests, and progress.

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

Children thrive and develop in quality spaces	4 - Good
Children experience high quality spaces	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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