

St. Mungo's Nursery Class Day Care of Children

St. Mungo's Primary School
45 Parson Street
Glasgow
G4 0PX

Telephone: 01415 522 484

Type of inspection:
Unannounced

Completed on:
5 June 2025

Service provided by:
Glasgow City Council

Service provider number:
SP2003003390

Service no:
CS2003014812

About the service

St. Mungo's Nursery Class provides early learning and childcare to a maximum of 24 children aged three years to those not yet attending primary school. The service is provided by Glasgow City Council and is located within St. Mungo's primary school. It is situated close to local shops, amenities, green spaces and public transport links. The registered space has two classrooms. Both spaces benefit from direct access to a secure area within the school playground where children can enjoy a range of activities in the fresh air. At the time of inspection, 20 children were using the service.

About the inspection

This was an unannounced inspection which took place on 2 and 5 June 2025. 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
- spoke with families of the children using the service
- spoke with staff, management and the provider
- reviewed 11 completed questionnaires from staff and families
- observed practice and daily life
- reviewed documents.

As part of this inspection, we undertook a focus area. We have gathered specific information to help us understand more about how services support children's safety, wellbeing and engagement in their play and learning. This included reviewing the following aspects:

- staff deployment
- safety of the physical environment, indoors and outdoors
- the quality of personal plans and how well children's needs are being met
- children's engagement with the experiences provided in their setting.

Key messages

- Children were nurtured, engaged in quality experiences, and having fun.
- Staff knew children very well, responded to their needs sensitively in line with information recorded in their personal plans.
- Staff had a very good understanding of supporting children with additional needs.
- Children experienced positive and sociable snack time.
- Families provided highly positive feedback about the service.
- Family engagement opportunities and supports helped to build strong, positive relationships within the service.
- Children benefitted from free flow access to high-quality outdoor play and learning experiences.
- Quality assurance, self-evaluation and improvement planning were having a positive impact on the outcomes 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

How good is our care, play and learning?	5 - Very Good
How good is our setting?	5 - Very Good
How good is our leadership?	5 - Very Good
How good is our staff team?	5 - Very Good

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

How good is our care, play and learning?

5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children; therefore, we evaluated this key question as very good.

Quality indicator 1.1: Nurturing care and support.

Children received warm, caring, and nurturing support from staff, who demonstrated a strong understanding of each child's individual needs. Staff provided sensitive and respectful care, assisting with daily routines such as getting dressed and brushing teeth. They took time to ask children if they needed help with personal care, always offering praise and encouragement while promoting independence. This approach helped children feel valued, nurtured, and respected, and supported their rights and overall wellbeing.

Staff had built strong, trusting relationships with families, creating a welcoming and inclusive ethos. Families were regularly invited into the nursery building and play areas at the beginning and end of each session. Staff took time to engage in meaningful conversations with them, discussing their child's day and individual needs. A dedicated family space and changing area had been set up to help families support their children's transition into nursery. Families shared positive feedback about their experiences, highlighting the benefits of these strong relationships. One parent commented: "My relationship with the nursery staff has been very positive. They are approachable, friendly, and always willing to answer any questions I have. I feel comfortable communicating with them and trust that they genuinely care about my child's wellbeing." The strong partnerships between staff and families contributed significantly to children's sense of security, attachment, and overall wellbeing.

Children experienced a positive snack time. They were able to come to a natural pause in their play to attend the free flow snack with their peers. This supported their right to play. Snacks were nutritious and staff managed dietary and allergies' needs well. Children were confident in self-selecting their own snacks and drinks and independently cleared their own dishes. The experience encouraged children's independence and social skills.

All children received a personal plan drawn together using wellbeing indicators; safe, healthy, achieving, nurtured, active, respected, responsible and included (SHANARRI). Plans were created in partnership with parents, and reviewed and updated regularly. They reflected the information staff knew about children. They contained the key information that staff needed, to respond sensitively, quickly and compassionately to changes in a child's life.

The service had robust systems in place to ensure medication was stored and administered safely. Policies and procedures aligned with current best practice guidance, and staff were well-trained and confident in following them. This supported children's health and overall wellbeing.

Staff worked proactively with other professionals and families to support children to reach their full potential. For example, staff had very good links and relationships with the neighbouring primary school. This had led to a positive transition programme being implemented to support children. Additionally, strong links had been created with professionals and organisations to support both children and families with various aspects of family life, including health and financial planning.

Quality indicator 1.3: Play and learning.

Children were actively engaged and clearly enjoying a wide range of experiences. They had access to high-quality opportunities that allowed them to lead their own play and learning, which positively impacted their development and wellbeing. Staff participated in play in a responsive and thoughtful way, showing a strong understanding of children's interests. They demonstrated skill in knowing when to step back and when to re-engage to spark curiosity and sustain engagement. Additionally, staff used effective questioning techniques to support and challenge children's ideas, deepening their learning. This responsive and intentional approach enabled staff to meet children's needs and wishes, supporting their overall wellbeing and progress.

Staff had arranged a wide range of resources attractively to invite children to self-select, learn and be curious. Resources supported children's problem-solving skills, creativity, language, numeracy, and imagination skills. For example, the creative area was set up with a wide range of different paper, card, materials, glue, paint, pens and pencils. This supported children to be creative and curious.

Staff had designated areas of responsibility, and planned experiences for children linked to curriculum frameworks. Staff offered a differentiated curriculum for children who needed more support. This included the use of Education Scotland's 'Milestones to support learners with complex additional support needs'. Staff planned for children linked to their interests, and stages of development. We concluded the planning approach took account of evidence-based approaches, was child-centred, and responsive to children's individual interests and stages of development.

Children's achievements, learning, and development were tracked to monitor their progress. Staff identified next steps and set learning targets tailored to each child's needs. As a result of this focused and responsive approach, children were making good progress in their development.

Observations of children's learning were shared with families through an online platform, encouraging strong home-nursery links. Parents also contributed by sharing learning from home, helping to build on and extend experiences from nursery. This collaborative approach supported continuity in children's learning and development. When we sampled the observations, we found that while they were useful, they could be more detailed in analysing learning and identifying next steps. Management acknowledged this and shared plans to enhance the quality of reporting through the app. They agreed that these improvements would strengthen their ability to track and support children's progress over time.

How good is our setting?**5 - Very Good**

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children; therefore, we evaluated this key question as very good.

Quality indicator 2.2: Children experience high quality facilities.

The setting was comfortable, furnished to a high standard, and welcoming, with plenty of light and ventilation through open doors and windows. Wall displays showcased children's achievements and creativity. Welcome areas contained important information for families. Children had lots of space for their needs. This sent a strong message to children and families that they matter.

Children chose to spend a significant amount of time playing outdoors, which was well supported by staff. They engaged in adventurous and challenging play using loose parts, climbing equipment, balance beams, and natural features like small hills. This type of play encouraged exploration, risk-taking, and physical development in a safe and supportive environment. Families shared positive feedback about the outdoor experiences. One parent commented: "Outdoors has been great. My child spends a lot of time outside and is exposed to safe, risky play." These outdoor opportunities not only supported children's physical development but also nurtured their curiosity and sense of wonder about the natural world.

There were well functioning arrangements for monitoring, recording and reporting maintenance. There was a proactive janitor on hand who reported maintenance issues to the designated maintenance person to arrange swift repair. All families who provided feedback strongly agreed with the statement, "My child is cared for in a safe, secure and well-maintained environment." This contributed to keeping children safe and helped them to feel valued.

Children's health, safety, and wellbeing were a clear priority for staff and management. Staff carried out daily risk checks to ensure that all play spaces were safe and suitable for use. They worked collaboratively to identify and address potential hazards, helping to maintain a secure environment. For example, during outdoor play involving loose parts and climbing activities, staff provided close supervision and offered support when needed. Risk assessments were in place, outlining a range of potential risks along with clear mitigation strategies and safety measures. These proactive practices helped to safeguard children and protect them from potential harm or injury.

The setting provided a safe and secure environment for children. A secure perimeter fence and controlled door entry system ensured that only authorised individuals could access the premises. Staff were fully aware of their responsibility to safeguard children and consistently accounted for them throughout the day. Registers were updated promptly as children arrived and again when they left with their parent or carer. Staff also drew on best practice guidance, including the Care Inspectorate's 'Think, Act campaign' resources and practice notes, to reflect on and strengthen their safety procedures. This supported them in maintaining a secure environment and continually improving their safeguarding practices. We concluded that staff worked proactively and effectively to ensure children's safety and security at all times.

Infection prevention and control (IPC) procedures were in place and mostly well followed. Staff and children practiced good hand hygiene, the environment was clean, and surfaces were regularly disinfected. However, a washing machine used for laundering outdoor clothing was located within the play space, which did not fully support safe IPC practices. Management responded promptly by planning to relocate it and implementing a risk assessment in the meantime. This demonstrated a positive and responsive approach to strengthening their IPC measures and maintaining a safe environment for children and staff.

How good is our leadership?

5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children; therefore, we evaluated this key question as very good.

Quality indicator 3.1: Quality assurance and improvements are led well.

There was a strong sense of community across the school campus, with nursery and school staff working closely to support children's development and potential. Nursery staff shared the school's vision, values, and aims, but through reflection, recognised the value of creating a nursery-specific version. They planned

to develop this collaboratively with children and families to reflect the high-quality practices within the nursery. We agreed this initiative would strengthen shared goals and further enhance outcomes for children and families.

There was a well understood school improvement plan in place. The plan was specific to the current needs of the service, and we observed the plans had made positive improvements to practice. For example, the plan detailed the actions that had been taken to further enhance the outdoor space to provide free flow access to high-quality play and learning experiences. This meant children benefitted from high-quality early learning and childcare that was tailored towards children and family's particular needs and choices.

Leaders had a very good understanding of the importance of using the views of families and staff to inform the planning and development of the service. Strong communication methods were in place, and the manager used these to share the progress of improvements and gather people's views. For example, staff took part in professional reviews to share their views, and families views were gathered through questionnaires. This supported people to feel valued and contributed to continuous improvement.

Children's views were gathered to support developments in practice. For example, children were consulted about the development of loose part play outdoors. They helped form a plan for new equipment to be placed in the garden from the local college. This meant children were meaningfully involved and influenced change within the service.

The manager and staff team had carried out quality assurance activities to successfully self-evaluate the service. Staff meetings, manager meetings workshops, training, management monitoring, auditing, and staff reviews had been used to support staff to reflect on practice and plan improvements. These efforts were having a positive impact. For example, the snack experience had been enhanced into a high-quality, social learning opportunity. Improvements were also evident in the outdoor environment and in staff interactions that supported play and learning. We concluded staff, children and families benefitted from self-evaluation and improvement planning that was leading to continuous improvements.

How good is our staff team?

5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children; therefore, we evaluated this key question as very good.

Quality indicator 4.3: Staff deployment.

Staff were effectively deployed according to their skills and experience to meet children's needs. The small, stable team was led by a skilled team leader. They demonstrated a strong commitment, with many staff having worked at the service for an extended period. This continuity fostered a positive ethos, where staff worked collaboratively to support the best outcomes for children.

Staff worked well together, had fostered positive relationships with children, each other, families and school community. Families provided positive feedback about staff. Comments included:

"They feel like my family, they really help and care."

"I'm grateful for the care and support the nursery provides. It's clear the staff are dedicated and passionate,

which really puts my mind at ease. Thank you for creating a safe, fun, and stimulating environment for my child to grow and learn."

"The staff have a lot of time for my child and are very thorough in telling me about her day."

The nurturing and inclusive approaches from everyone meant everyone worked well together across the whole school community to ensure high-quality care play and learning for children.

The management team recognised and valued the importance of ensuring that the service was appropriately staffed throughout the full day. Staff breaks were planned in a way that minimised the impact on children, while allowing staff to rest and be refreshed. Additionally, staff are proactive in recognising where each other or children need support. This promoted continuity of care across the day for children.

We were confident that staff possessed the necessary knowledge and skills to protect children from harm. Staff shared that they had participated in child protection workshops and training, which enhanced their ability to recognise signs of harm and respond appropriately. This training also boosted their confidence in safeguarding practices. In addition, leadership staff demonstrated a strong understanding of their responsibilities. They were well-equipped to work with external agencies to ensure children remained safe and protected.

Leaders recognised and valued the skills and experience of their staff. Protected time was provided for staff to complete tasks and engage in professional learning, supporting the delivery of high-quality outcomes for children and families. Training and leadership opportunities had a clear, positive impact on practice. For example, staff had undertaken professional learning focused on supporting children with additional support needs. As a result, they were able to provide responsive care and plan timely interventions, helping children reach their full potential.

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

How good is our care, play and learning?	5 - Very Good
1.1 Nurturing care and support	5 - Very Good
1.3 Play and learning	5 - Very Good
How good is our setting?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very Good
How good is our leadership?	5 - Very Good
3.1 Quality assurance and improvement are led well	5 - Very Good
How good is our staff team?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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