

Mosspark Primary School Nursery Class

Day Care of Children

Mosspark Primary School
20 Mosspark Square
Glasgow
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Telephone: 01418 922 018

Type of inspection:
Unannounced

Completed on:
30 April 2026

Service provided by:
Glasgow City Council

Service provider number:
SP2003003390

Service no:
CS2003055107

About the service

Mosspark Primary School Nursery Class is a day care of children service situated in the south side of Glasgow in a residential community.

The service provides care to a maximum of 40 children aged three to five years to those not attending primary school at any one time. At the time of inspection there were 28 children present on the first day and 32 children present on the second day.

The service is provided from a designated space within Mosspark Primary School. Children have access to two large adjoining playrooms, an enclosed garden, bathroom and changing facilities. A cloakroom and separate story area are also available. Children are served lunch in a separate room within the school.

About the inspection

This was an unannounced inspection which took place on 29 and 30 April 2026 between 09:30 and 16:00. Feedback was shared with the service on 30 April 2026. The inspection was carried out by one inspector from the Care Inspectorate. The inspector's team manager was also present as part of a quality assurance visit. 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:

- reviewed feedback from five parents using the service
- spoke with five staff and the management team
- observed practice and staff interactions
- assessed core assurances
- reviewed documents
- spoke with children.

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 were happy, settled and experienced warm and nurturing relationships.
- Children were progressing their learning through rich play experiences indoors and outdoors.
- Leadership approaches created a positive culture of inclusion, promoting children's rights and continuous improvement.
- Staff worked well together and used reflection to improve outcomes for children.
- Lunch time transitions could be further strengthened to promote greater consistency and support wellbeing throughout the day.
- Staff were responsive to children's individual needs and supported learning and development well.

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	5 - Very Good

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.

The visions, values and aims of the service had been developed in consultation with families and children showing that the service valued the views of its community. These values and visions were embedded within practice as children were confident, curious learners.

The service promoted positive relationships with parents. They shared information via monthly newsletters, helping parents stay informed of nursery experiences and their children's learning. Families were encouraged to share their suggestions through different formats. For example, QR codes, digitally or verbally. This supported inclusive communication and ensured that all voices were heard in ways that were accessible and meaningful to them.

Parent questionnaires and 'you said, we did' approaches demonstrated that families helped shape the service and informed plans for improvement. For example, one suggestion was to further support children's communication where English was not their first language. In response to this staff were working alongside speech and language therapists and had recently carried out Makaton sign language training. This was supporting improved outcomes within children's language and communication skills. Children were regularly asked for their opinions about how they wanted to play and learn. This was recorded in consultation sheets where it was evident that staff responded to their requests. This supported a culture where children and families felt listened to and involved.

Staff took leadership responsibility for various elements of practice. For example, leading literacy, children's rights and outdoor play. They spoke about these with genuine passion demonstrating commitment to enhancing children's experiences. The addition of training on the leadership areas ensured that staff were confident to take them forward. One example of this was a literacy and numeracy family learning programme which was supporting children to achieve.

Staff shared that they felt included within sharing ideas and views. Professional dialogue and reflection were evident through peer observations and regular team meetings. Staff training records and progress reports evidenced ongoing professional development, which was supporting their skills and knowledge. As a result, children benefitted from responsive, reflective experiences that promoted their learning and development.

Self-evaluation processes and improvement plans were well detailed and considered for the needs of the children. Plans were linked to relevant focus areas such as transitions and children's emotional wellbeing. Management demonstrated a thoughtful understanding of the nursery strengths and areas for development. Positive changes such as earlier primary one classroom visits showed that leaders were using reflection to make practical improvements to support children's wellbeing.

Children play and learn 5 - Very Good

Quality Indicator - 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 experienced high quality play and learning. Curiosity, independence, and play were central to practice. Throughout the setting, children were deeply engaged in meaningful play experiences that reflected their individual interests. This was supporting progress in key areas such as literacy, numeracy, and health and wellbeing. Children particularly enjoyed storytelling, making potions in water and exploring the obstacle course outdoors.

Children moved independently between spaces, which offered a variety of choices to support different types of play and exploration. For example, children were participating in imaginative, construction, messy, and sensory play. This was supporting a strong culture of learning through play, enabling children to actively develop skills for life and learning. One parent shared, "there are lots of stimulating activities for my child to engage with alongside peers."

Children were confident and capable as they played and explored. In the home corner a group of children happily created shopping lists whilst chatting warmly with one another. Another child explored imaginatively as they made 'pizza' at the kitchen. They also used the play laptops to explore their interest within technology further. Nearby, other children chose to play with jigsaw puzzles that supported shape, colour and fruit recognition. Learning journals confirmed that these interests were known by staff and intentionally built upon. This demonstrated that children's personal interests were valued and used to support individual progression and that play opportunities were meaningful.

Staff were skilled in balancing support with independence. They used thoughtful questioning, praise and encouragement to extend learning. They knew when to step in to support children and when to step back to allow children to lead. A member of staff supported learning through art and crafts. Children used junk modelling items, collage materials and pens to create artwork which they shared proudly. This sparked conversation about shape, size and colour. Play resources were accessible, developmentally appropriate and provided meaningful challenge which was enabling children to make choices and lead their own play successfully.

Children enjoyed opportunities to play outdoors. They climbed on the beams and crawled under the pop-up tunnels which supported their physical development. They explored water and sand and enjoyed mixing these together showing curiosity and enjoyment in discovering new textures. We discussed with management the opportunity to apply a more flexible approach to staff deployment to support more children to play outdoors when they asked. We were confident that this would be taken forward to maximise children's choices and opportunity to explore the garden.

Planning for learning was responsive and intentional. Staff clearly understood children's individual and group interests. They used this to shape experiences for play and introduced topics such as 'growing' to enhance learning in all areas. This was supporting sustained engagement, deepening children's curiosity, and promoting meaningful progress across different areas of learning.

Floor books and learning journals demonstrated how interests had been thoughtfully expanded through storytelling, planting, creativity, numeracy and conversation. It was clear that children's rights were considered through all aspects of their play and learning. This was reflected in learning journals, wall displays and self-evaluation plans. One child told us, "I have the right to grow."

Children's learning was visible and embedded within their play, particularly within literacy development. This was regularly documented and digitally shared with families. Children proudly accessed their own learning journals, reflecting on past learning. They shared this with us with a sense of pride and achievement. One child recalled, "this was me in the nativity, I was a sheep, my mum and gran came to see me." Journals and trackers supported children well. These showed progress over time and identified next steps for learning which informed planning and supported continued development.

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 experienced warm nurturing care within a welcoming environment. Across the setting staff created a calming atmosphere where children were secure, settled and confident. Staff positioned themselves well across the playroom and were sitting at children's levels engaging in conversation and supporting play. For example, staff discussed different play choices with children, read stories and sang songs together. One parent commented that there were, "really friendly and approachable staff who my child clearly likes and trusts." These interactions supported children with feeling valued whilst encouraging communication, confidence and positive relationships.

Children clearly had strong friendships which was evident through their play. Groups of children interacted playfully, engaged in conversation and supported one another. For example, during play outdoors, children held hands as they climbed on the wooden stumps, and at the art table, children discussed what they had each created confidently. One child told us, "I like playing with my best friends." This highlighted the family centred ethos of the setting. Children felt emotionally secure, valued, and confident as members of the nursery community.

Staff responded well to children's needs and cues, such as offering rest and a bed for a child who was tired. Approaches such as the use of the colour monster story demonstrated a growing and purposeful focus on supporting children's feelings and emotions. On arrival at nursery, a child was encouraged to reflect on their 'colour feeling' for the day using the colour monster display. This demonstrated that children were being supported to recognise, communicate, and manage their emotions, promoting emotional literacy, resilience, and a positive start to their day.

Transitions were well considered and approaches such as parent stay and play sessions were supporting children in this area. During the transition to lunch, staff became more task focused and interactions were more directive. While children remained supported, this reduced some of the nurturing practice seen across the day. Management recognised this and were already reflecting on ways to enhance this part of the day. Children accessed a separate lunch area where they benefited from a sociable mealtime experience. They sat in small groups, supported by and chatting with staff, who offered choice in food and drinks such as milk or water. Lunchtime supported independence and life skills through self serving. Children stood in a queue to choose their lunch.

Opportunities were identified to enhance the mealtime experience further by offering food directly at tables. We suggested this to support children's waiting times for food.

Each child had a personal plan which supported staff to meet their needs. Plans were made in collaboration with parents and included key information to support children. This included children's likes, dislikes, favourite foods and toys which helped staff support children and get to know them better. Staff were using this information in practice to shape experiences for children and support development.

Staff spoke confidently about children's individual support needs and described the strategies they used to support them. For example, slower communication and emotional reassurance. Staff had a deep understanding of children's needs and implemented strategies in practice to support children when needed. We shared with the management team the benefits of recording these finer details within children's personal plans. Recording strategies used in practice can promote consistent approaches to meeting children's needs and help track their progress over time.

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	5 - Very Good
Playing, learning and developing	5 - Very Good
Children are supported to achieve	5 - Very Good
Nurturing care and support	5 - Very Good

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