

Summarised inspection findings

Carmyle Primary School Nursery Class

Glasgow City Council

16 June 2026

HM Inspectors gathered evidence to enable us to evaluate the ELC's work using three quality indicators from the Quality improvement framework for the early learning and childcare sectors. This document provides our summarised findings.

Key contextual information

Carmyle Nursery Class is housed within the grounds of Carmyle Primary School. It is located in the East End of Glasgow and is well-established within the community. The nursery comprises of a large modular building, outdoor space and community garden with established trees. Children have access to two playrooms where they eat all meals. There is additional office space, a kitchen and a meeting room. Children use the gym hall in the school weekly for physical activities. The nursery is registered for 40 children at any one time from the age of three to those not yet attending primary school. At the time of the inspection there were 28 children on the roll. The nursery offers 16 full day places from 8.40 am until 3.50 pm. Morning sessions are from 8.40 am until 12 pm and afternoon sessions are from 12.30 pm until 3.50 pm.

The headteacher leads the work of the nursery. A team leader provides day-to-day leadership and management. Three fulltime child development officers are in post. The nursery also benefits from catering and cleaning staff throughout the day.

Curriculum	good
This quality indicator highlights the importance of placing the needs, interests, rights and progress of children at the centre of curriculum design and implementation. <u>Curriculum</u> is defined as the totality of all that is planned for children from ELC, through school and beyond. It emphasises that children are entitled to a curriculum underpinned by the <u>principles of curriculum design</u> and enriched through meaningful learning experiences indoors, outdoors and within the community. It recognises the need for all children to experience opportunities to develop the interests, knowledge, skills, and attributes they will need to adapt, thrive and achieve in today's world. This quality indicator also recognises the importance of the curriculum supporting progress in children's learning as they enter the setting and at key points of transition. The themes are: • curriculum rationale and design • continuity and progression in the curriculum • partnerships • skills for life and learning	

- Senior leaders and staff ensure the nursery is an integral part of the school community. They, alongside children and families, embed the nursery vision and values within the day-to day work of the nursery. The values of respect, ambition, responsibility and equity underpin the work of the nursery. The vision captures accurately what of the community of Carmyle nursery want for their children. Senior leaders and staff used this work to devise a curriculum rationale outlining what matters to the nursery community. Staff offer children an engaging, relevant curriculum which is firmly based on play and children's rights.
- Senior leaders and staff provide a curriculum to meet children's wide ranging learning needs and changing interests. Staff plan learning in response to children's current interests which results in exciting, motivating experiences. They now need to ensure, over time, that children receive their entitlement to a broad, progressive range of experiences in all areas of the

curriculum. This will help them ensure greater continuity by building effectively on children's prior learning.

- Staff plan thoughtfully learning indoors and outdoors. They are, through professional learning, improving the quality of learning experiences outdoors. Staff provide a variety of well-resourced, attractive play spaces across the nursery which promote investigation, curiosity and problem solving. Children love the forest area where they can take part in riskier play to develop their confidence and gross motor skills. Staff keep under review how they use all of the playroom and outdoor spaces available to them. This helps increasingly to ensure children receive quality interactions and personalised support wherever they play. Staff made recent changes to learning spaces alongside children and this has enhanced children's motivation and engagement in block play. Staff recognise they need to continue to develop learning for sustainability indoors and out.
- Staff, through their knowledge of the local community, use nursery and local resources thoughtfully to offer experiences not readily available locally. Staff accompany children on walks to the local shop and plans are in place to support children to learn to cycle safely. They and provide a lending library and families value this encouragement to read at home.
- Staff offer children and families a well-developed transition programme. Children start nursery for the first time through a bespoke transition programme based on their needs. All children respond positively to this approach and settle well. Staff provide an extended, flexible approach to transition for children moving through to P1. They work closely with school staff, sharing information to promote continuity. Families are very satisfied with the supportive, informative transition programme.
- Senior leaders and staff benefit from meaningful partnerships with outside professionals who support children's learning. They engage further in professional learning to help them action advice and guidance from these partners. Children work alongside park rangers to help them make the most of their small forest and wild areas. Families readily share their cultures and languages to help children gain an authentic understanding of important celebrations.
- Staff, through their close bond with families, provide a successful programme of family engagement activities. These build knowledge and understanding of the work of the nursery and provide an opportunity for families to meet each other. Parents enjoyed a recent transition coffee morning. Staff plan to develop it further and incorporate all families.
- Children are very proud of their achievements at home and display photographs in the nursery. Staff celebrate children's achievements warmly and encourage children to share them with their friends. Children develop a wide range of skills for life and learning through their everyday participation in the work and routines of the nursery. Most children help organise all mealtimes and require little support. They demonstrate confidence in moving between indoor and outdoor spaces throughout the day. Children show care and responsibility when working in their forest. Most children enrich their learning through the use of digital technology. They take photographs and record their voice on tablet computers. Children are learning to control programmable toys. A few children are developing strong leadership skills and use these well to initiate play, seek out play materials and include others in their plan.

This quality indicator focuses on how children benefit from access to high quality spaces and well-established routines that help them feel secure and ready to engage. It explores how children are supported to build positive relationships, regulate their emotions, and purposefully participate in a wide range of motivating learning experiences. It demonstrates the importance of staff having a high level of skill supported by strong pedagogical leadership. This includes a clear understanding of pedagogy, the concept of play, how children learn, children's rights and children's behaviour.

It places value on high quality relationships, consistent expectations, and skilled interactions that enable children to sustain engagement, follow routines, and build independence in their learning. This indicator highlights the importance of observing and interacting sensitively with children to plan and assess their learning. It recognises the value of involving children fully in planning their learning indoors, outdoors and within the local community. This quality indicator emphasises the importance of robust tracking and monitoring of children's progress to ensure practitioners know all children very well as learners.

The themes are:

- children's learning and engagement
- interactions to support learning
- planning and assessment
- tracking and monitoring

- All staff show a high level of commitment and determination to support all children to achieve, develop and grow at their own pace. Almost all children demonstrate confidence in their play spaces indoors and most use the outdoor learning spaces freely. Children, as they arrive at nursery, seek out their friends and favourite play spaces that help them settle into their day. They are content to play together cooperatively or develop a sense of self by spending time exploring by themselves. Most children sustain learning well throughout the day. A few children spend extended periods of time engaging in deep learning. They like the proximity of staff to help them expand their learning through discussion and problem solving.
- All children benefit from warm, responsive and tailored interactions with staff. All staff use praise well to recognise children's achievements, which they celebrate spontaneously and consistently throughout the day. Children display attractively their successes within the environment and in floor books. This promotes a strong sense of belonging, pride and ownership of their learning. Staff need to continue to build on how they document children's learning within their floor books. This will ensure they capture fully the quality of the dialogue they have with children as they explore their interests. All staff engage in warm conversation with children throughout the day and this is having a very positive impact on children's communication skills. As planned, staff need to continue to develop the quality of their responsive interactions to increase the level of challenge across children's learning.
- All staff work very well as a team to plan for children's learning. They are highly attuned to children's interests and use these as a basis for planning engaging learning experiences indoors and outdoors. Staff are clear about what they expect children to learn through the experiences they provide. They need to develop further intentional planning alongside children's interests.

This should help ensure children learn across all areas of the curriculum. Staff make accurate observations of children as they play. They record what children do and say and explain what they are learning within electronic journals. Parents find these observations a helpful insight into their child's progress and achievements. Senior leaders and staff need to build on how they identify, alongside children and families, children's specific next steps in learning. This will inform their planning processes further and guide the balance of intentional, responsive and spontaneous approaches.

- Senior leaders and staff keep a close check on children's progress. They use local authority tracking frameworks confidently and ones they have devised themselves to suit their own needs. Staff use the information they gather well to monitor, record and report to families about their child's progress over time. Senior leaders meet regularly to discuss the progress and learning needs of all children. They use these important discussions to monitor how effectively children make continuous progress. Senior leaders work collaboratively to put plans in place when children need additional support to learn. As a result, these children make very positive progress. As planned, senior leaders and staff need to continue to build on the levels of challenge for a few children. This will ensure they make the best possible progress. Senior leaders are using their established relationships with local nurseries to begin to moderate children's progress over time. These processes will contribute well to the confidence staff share in their professional judgements.

Wellbeing, inclusion and equality	very good
This quality indicator highlights the importance of positive relationships and children's wellbeing. It recognises the importance of providing high quality, inclusive, and appropriate rights-based support. These approaches result in improved outcomes for children's learning, wellbeing and participation. It takes full account of children who may require additional support to access and benefit fully from their entitlement to high quality ELC. This includes identifying and assessing their learning and wellbeing needs in a timely manner and providing personalised and targeted support. This quality indicator recognises that strong, collaborative partnership working between those supporting children is essential. It highlights the importance of meaningful engagement with children and families to inform decisions about how children's needs should be met. This quality indicator emphasises the important role senior leaders play in ensuring all staff have relevant and worthwhile professional learning to meet the diverse and sometimes complex needs of children. The themes are: • positive relationships and wellbeing • universal support • Identifying and assessing learning needs and targeted support • inclusion and equality	

- Senior leaders and staff work as a cohesive team to establish kind, nurturing and respectful relationships with children and families. They provide high quality transition experiences as children settle into nursery. They gather important information to build a strong bond with children taking account of their holistic needs. Staff skilfully support children's wellbeing. They use ongoing professional learning and their knowledge of individual children to teach them how to play together and regulate their behaviour. As a result, most children show high levels of tolerance and awareness of each other. They play uninhibited with joy and readily approach adults for reassurance when they need it. Children benefit from calm, unhurried mealtimes throughout the day. They help set the tables and enjoy engaging social conversation as they eat.
- Senior leaders and staff actively use children's rights and the national wellbeing indicators throughout the day. They embed these in familiar well-organised routines and the ways in which adults and children interact with each other. Most children demonstrate an awareness of their own emotions and confidently participate in daily emotional check-ins on arrival at nursery and through the day. As a result, most children are increasingly able to identify and communicate their feelings effectively. All children participate actively in decision-making and aspects of nursery life in ways that are developmentally appropriate and meaningful. Children feel valued, listened to and supported to express their views. They are proud of each other and readily offer warm praise to each other and the staff team.
- Senior leaders and staff demonstrate a commitment to inclusion. They ensure the needs of all children are at the centre of their planning. Staff use the observations they make of children's

learning to adjust the learning environment indoors. They continue to develop the outdoors to build children's confidence and resilience. Senior leaders and staff have high expectations of children's attendance at nursery. They take prompt action when children do not attend to ensure families are well supported. Staff continue to develop their own understanding of the factors which create barriers to children's learning. They work closely to identify and nurture children's development, communication and social skills. Staff work effectively in partnership with families, sharing relevant information about children's progress and involving them in discussions about support when required. When necessary, senior leaders and staff work in partnership with other professionals and agencies to support children's learning and wellbeing. They collaborate with them to create individualised plans which they review regularly alongside families. Staff liaise closely with the headteacher to discuss the progress and development of children who have additional support needs. They respond positively to professional advice and guidance provided by multi-agency professionals. As a result, children are making consistent, positive progress.

- Senior leaders and staff have a deep understanding of the Carmyle community where the children live. They use helpful data sensitively and work closely with families to understand their needs and the challenges they face, in particular, transport and services. Staff bring families together regularly within the nursery which they find supportive and value highly. All Staff actively promote and value diversity. They represent meaningfully and celebrate children's own languages and cultures within the nursery environment. Staff provide sensitive support when families face significant barriers. They signpost to other services whilst upholding the privacy and dignity of all.

Safeguarding

- The setting submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the setting and the education authority.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.

On behalf of His Majesty's Chief Inspector of Education in Scotland.