

Maxwellton Primary School Nursery Class

Day Care of Children

Calderwood Road
East Kilbride
Glasgow
G74 3DP

Telephone: 01355 222 521

Type of inspection:
Unannounced

Completed on:
8 October 2025

Service provided by:
South Lanarkshire Council

Service provider number:
SP2003003481

Service no:
CS2003015311

About the service

Maxwellton Primary School Nursery Class provides care for up to 54 children from 3 years to those not yet attending primary school.

At the time of the inspection the service was providing care and support to a maximum of 40 children each day.

Children were accommodated within a large playroom, with direct access to a secure garden.

The service is located within a residential area of Calderwood, East Kilbride. and is close to shops, transport links and other amenities.

About the inspection

This was an unannounced inspection which took place on 07-08 October 2025 between 08:30 and 16:00. This 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 and complaints information, information submitted by the service and intelligence gathered throughout the inspection year.

To inform our evaluation we:

- observed the children's experiences during our two day inspection
- gathered feedback from seven families and seven staff using a survey
- spoke with the staff and management present, during the inspection
- spoke with three visiting professionals
- observed staff practice in the playroom and garden
- assessed core assurances
- reviewed documents

During this inspection we 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

This information will be anonymised and analysed to help inform our future work with services.

Key messages

- Children were happy, secure and engaged in their play and learning.
- Quality assurance systems in place were very effective in driving continuous improvement and enhancing the outcomes for children.
- Children were at the heart of the planning and design of the play spaces. With a few changes the place spaces could become truly high quality spaces for children to learn and thrive.
- All interactions within the service were respectful, caring and kind. Staff gave comfort to children when needed, encouraged friendships and provided children with meaningful tools to recognise their emotions and express themselves.
- Staff were highly skilled communicators which had enabled them to have very strong relationships with the children and families.
- Each child's needs were recognised and staff planned the right care and support to meet these.

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

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|---|---------------|
| Leadership | 5 - Very Good |
| Children thrive and develop in quality spaces | 4 - Good |
| Children play and learn | 4 - 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 setting and the local primary school, where they were based, had a shared vision which was underpinned by a strong set of values. Staff and parents consistently provided positive feedback about the setting's nurturing approach to delivering high-quality childcare and learning experiences. One staff member shared, "We are all a family where we care for each other, with our children at the heart of everything we do." This sentiment strongly supported our findings that effective teamwork was deeply embedded across the school community, contributing to sustainable, high-quality outcomes for children.

The setting's commitment to deliver the highest possible standards of care and learning was evident in both the environment and staff practice. Leaders had worked extremely hard, in collaboration with staff, children, families, and the wider community. This helped to create a space where everyone felt valued and inspired to achieve aspirational outcomes for children.

A strong culture of teamwork, mutual respect, and recognition of achievements was embedded in daily practice. It was clearly understood that providing care and kindness to all was a shared responsibility.

Effective quality assurance systems were in place to ensure the highest standards of care and learning. Leaders and staff worked collaboratively to implement sustainable improvements, supported by well planned expectations. The setting demonstrated a strong ethos of continuous improvement, focused on raising attainment and celebrating children's successes and achievements.

Through rigorous self-evaluation, the setting showed a clear commitment to ongoing development and consistently strived to provide a high-quality service. Self-evaluation was purposeful and informed by highly effective teamwork, which ensured that positive changes were embedded and sustained.

Staff training and development had been instrumental in ensuring the right people with the right skills were in place. Effective mentoring and regular reviews supported personalised professional development plans for all staff. This led to staff making effective use of available resources and having a strong commitment to provide the highest quality care and learning.

Children's play and learning were central to decision making processes. The team took pride in the progress they had made and were enthusiastic about future developments. One staff comment summarised our findings, "Everyone on the team has a strong work ethic and a desire to improve. If we continue to make improvements and have enough staff, I'm excited to see what we can achieve this year across lots of different areas."

Children thrive and develop in quality spaces 4 - Good

Quality indicator: Children experience high 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.

Children and families arrived at the service through a designated nursery entrance. The entrance was welcoming and secure. They made good use of displays in this area, which provided families with information about the service. Each child had a space to hang belongings, giving them a sense of ownership, being valued and belonging.

Children accessed four main learning areas, each offering distinct play and learning experiences. Staff demonstrated skilful planning of these zones by creating spaces in response to children's needs and interests. Their approach was informed by good practice guidance and current research. For example, staff recognised the positive impact of technology on children's learning and sourced new equipment. They were currently evaluating the new materials effectiveness and considering further enhancement in the use of technology within the setting.

Children moved freely within the setting, including the outdoor area. Staff acknowledged the importance of outdoor play and its benefits to children's wellbeing. Work was underway to further develop the outdoor area, to enrich the types of play and learning experiences available. By creating a more natural space to plant flowers and grow vegetables, children could be provided with more opportunities to explore and learn in the natural world.

Indoors, the play spaces were designed to support children's independence and self-directed learning. Open shelving and easy access to materials enabled children to self-select resources.

In the art area, children could clearly see the range of materials available which inspired their creativity and imagination. We discussed how this approach could be mirrored in the construction area. For instance, removing baskets and displaying construction materials on open shelves could allow children to easily view and choose resources, further supporting independent play.

Children had access to soft furnishing throughout the setting. The children made good use of these throughout the day, they enjoyed cosying up on cushions with staff reading books. Most areas had rugs to provide comfort for children if they were playing on the floor. We discussed with the setting to consider the types of rugs to ensure they were suitable. For example, having a flat surface where children can build train tracks and towers.

Where children required personal care within the setting, good infection prevention and control measures were in place. Children's right to privacy and dignity was respected for example, whilst using the changing and toilet facilities. We discussed with the service to consider the physical environment on the entry to the changing facilities through the eyes of the children, to create a more nurturing and welcoming feeling. The hall outside the facilities was used to store materials and had poor lighting. The service agreed to consider this and had made some changes during the inspection for example, by adding some soft lighting in the area.

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.

Children were happy, secure and engaged in their play and learning. Staff understood how children learn and develop. Training and collaboration with other professionals supported staff to develop confidence and knowledge applying good practice guidance, research and theory. This supported them to provide higher quality play experiences. The outcome being children were excited to learn and try new things.

Staff were highly motivated to further enhance the play and learning experiences on offer. Through continuous self-evaluation and reflection, they had ideas to further enhance children's play, learning and development experiences. Staff champion roles were enabling the positive changes to play and learning experiences to take place. For example, we observed children having fun learning Makaton, a language program that combines signs, symbols, and speech to help children communicate. As a result, staff shared they had seen positive impacts on children's engagement in their play and learning and in their communication and interactions, our findings supported this.

Children made informed choices about their play from the experiences and materials on offer. Staff had worked hard to implement their ideas and changes to enhance children's play and learning throughout the setting. For example, the use of floor book planning, a large, collaborative document used to record children's learning experiences, ideas, and thinking processes. This sparked staff enthusiasm to further expand methods to involve children in planning and leading their own play and learning. The children told us that they had fun learning at the service and liked that they get to choose and love drawing and getting to make things.

Children's engagement in their play, learning and development should continue to thrive. We recognised staff had meaningful plans in place and had made significant progress. They were well placed to implement these plans and with more time they could be fully embedded. After reviewing the service plans and speaking with staff we concluded they were on the right track to achieve their goals, to provide children with high quality space and experiences to extend and sustain their interests.

Staff interactions were polite, calm and respectful. The staff recognised the importance of communications, using appropriate language and caring tones. They shared with us that one of the positive outcomes had been that the children had the right tools to enable them to express their feelings and regulate their emotions, our findings supported this.

Children were encouraged to try, experiment and challenge themselves during play. However, this is an area where further enhancement of the facilities and materials could contribute to higher quality play and learning such as in problem solving and exploratory play. Staff were aware of this and were working hard to make changes, to have enriched play spaces that truly supported children to learn at their own pace and extend their current thinking.

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.

The service recognised the importance of nurturing relationships being essential in children's growth and development. Being kind to others, showing love and making others feel happy was embedded within the setting and was underpinned by their strong set of values. These values had enabled staff to work in

partnership to create a setting where children received warm, consistent and responsive care and support. This supported children to feel safe and secure within the setting.

Staff recognise the importance of transitions and planning to support children's individual needs. For example, strategies were in place to support children when they started attending the service or when they moved on to primary school. As a result, staff minimised disruption to children during these times by making transitions as smooth possible.

Children's experiences were carefully planned to ensure their health and wellbeing needs were being met. Staff continually evaluated children's experiences to ensure they had access to diverse spaces and materials to support their personal preferences. For example, spaces to play individually or as part of a small group. The outcome being that children had access to experiences and materials to support them, regulate their emotions and build their social skills.

Children had opportunities to choose from nutritious foods and the menus considered children's cultural and dietary needs. The provider confirmed with us that the foods offered were aligned with current dietary guidelines. The snacks and mealtimes routines were responsive to children needs and promoted independence, including letting children make decisions when they wanted to eat. Mealtimes were a sociable and relaxed time of day for staff and children to sit together and talk about their experiences.

Each child had a personal plan in place that outlined their personal needs and preferences. Staff collaborated with families and other agencies such as speech and language therapists, when needed, to ensure meaningful targets and strategies were agreed. The outcome being each child had a personalised plan to enable staff to provide the best care and learning.

Families were welcomed into the service each day. They shared with us some comments about what they liked about the service, these included "The caring and the warm welcoming spirit in the nursery" and "All the staff are so friendly, they seem to know all of the children very well".

Staff recognised the importance of collaboration with families and to support this they regularly welcomed families into the service for stay and play sessions and meetings to discuss their child's experiences. Having strong connections with families enables children to have a sense of belonging between their family and the setting, fostering a family-centred culture and the opportunity to build strong relationships.

What the service has done to meet any areas for improvement we made at or since the last inspection

Areas for improvement

Previous area for improvement 1

To support children's natural curiosity, choices and wishes, management should ensure children are provided with opportunities to consolidate their own learning through play and are sufficiently challenged in order to reach their full potential.

This should include, but not limited to, ensuring toys and materials are available to support spontaneous

play and ensure furnishings are of a good quality.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: 'As a child, I can direct my own play and activities in the way that I choose, and freely access a wide range of experiences and resources suitable for my age and stage, which stimulate my natural curiosity, learning and creativity' (HSCS 2.27).

This area for improvement was made on 8 November 2023.

Action taken since then

Significant improvements had been made to enable children's natural curiosity, to make choices and wishes, by providing better opportunities for children to assess materials to consolidate their learning. These included a newly designed playroom and outdoor space, designated play and learning zones, more open shelves and easy access to materials.

Floor book planning had been used to enable children voices to influence their play and learning experiences. Children were encouraged to direct their own play and make decisions about their learning.

As a result, this area for improvement had been met.

Previous area for improvement 2

To help ensure children experience a stimulating and well-maintained environment, the provider should ensure improvements are made to the environment. This should include, but is not limited to, improving the decor, resources and general maintenance.

This is to ensure care, play and learning is consistent with the Health and Social Care Standards (HSCS) which states that: 'I experience an environment that is well looked after with clean, tidy and well-maintained premises, furnishings and equipment' (HSCS 5.22).

This area for improvement was made on 8 November 2023.

Action taken since then

We found the school grounds, main entrance and the setting to be welcoming and well maintained. There was a secure entry into playroom supervised by staff at busier times of the day. Overall, the facilities, playrooms and outdoor area was in good condition. Majority of the materials were in good condition.

As a result, this area for improvement had been met.

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

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| Children experience high quality spaces | 4 - Good |
| Children play and learn | 4 - Good |
| Playing, learning and developing | 4 - Good |
| Children are supported to achieve | 5 - Very Good |
| Nurturing care and support | 5 - Very Good |

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