

Saint Bartholomew's Primary Nursery Class

Day Care of Children

Saint Bartholomew Primary School
Deveron Street
Townhead
Coatbridge
ML5 2JB

Telephone: 01236 794 820

Type of inspection:
Unannounced

Completed on:
8 January 2026

Service provided by:
North Lanarkshire Council

Service provider number:
SP2003000237

Service no:
CS2010254300

About the service

Saint Bartholomew's Primary Nursery Class is registered to provide a care service to a maximum of 65 children aged two to those not yet attending primary school. The provider is North Lanarkshire Council. The service is located in the Townhead area of Coatbridge within Saint Bartholomew's Primary School. Children have direct access to secure outdoor play areas.

About the inspection

This was an unannounced inspection which took place on 7 and 8 January 2026. Feedback was given to the leadership team on 8 January 2026. The 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 information, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- spoke with children
- spoke with staff and management
- spoke with a visiting health visitor
- observed practice and daily life
- assessed core assurances, including the physical environment
- reviewed documents
- reviewed 25 responses from families who used or had used the service.

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 in relation to core assurances.

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 very happy, engaged and secure within the setting.
- Leadership changes were managed effectively, ensuring continuity of care and learning for children and families.
- Children experienced well-planned, responsive play that supported curiosity, creativity, and problem-solving.
- Staff demonstrated warm, gentle, and responsive care, creating an environment where children felt safe, respected, and emotionally supported. This strong sense of trust promoted confidence, resilience, and positive relationships.
- Some improvements were needed in consistency of recording and sharing children's learning and progression with families to strengthen partnership working and home learning.

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 warm, respectful relationships between staff and children underpinned the service's vision, values and aims, and contributed to very positive outcomes for children and families.

The service demonstrated very good leadership and management of staff and resources. Recent staffing and leadership changes had been managed effectively, ensuring continuity of care and learning for children. Leaders had provided clear direction and communicated well with staff and families, creating confidence during a period of transition. New leaders had quickly established themselves and were building strong relationships, promoting a positive culture of collaboration and improvement.

New practitioners had received a robust induction using the national induction resource, which helped them settle quickly and understand expectations. This structured approach strengthened staff confidence and consistency in practice. Staff who provided feedback spoke positively about their induction and the support they received. Some of their comments included "Induction training workbook used for new staff and a mentor is allocated to the new member of staff. Monthly meetings take place to update book and review progress, offering support as required. Staff try to help each other as much as possible and the national induction is followed within our setting and staff are supported to fill this out over a period of six months. I felt very well supported when I started and still continue to have good support from all staff within the nursery".

Staff reported feeling supported and valued. Professional learning opportunities had helped maintain confidence and consistency in practice. Training of particular impact included forest kindergarten training and block play training. Staff who had taken a lead in these areas were highly motivated to further develop and improve experiences and outcomes for children.

Staff had been actively involved in self-evaluation using the new national framework, focusing on quality indicators linked to the improvement plan. Honest and professional dialogue had been a key feature of this process, creating a culture where staff felt confident to share ideas and reflect on practice. This collaborative approach strengthened staff understanding of what high-quality practice looked like and how it impacted children's experiences.

Improvement planning was robust, transparent, and informed by self-evaluation and consultation with staff, children, and families. Areas for development included embedding new roles, strengthening approaches to planning and assessment, and enhancing parental engagement to support learning at home. These priorities demonstrated a strong commitment to continuous improvement and achieving positive outcomes for children.

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 positive, high-quality interactions where staff listened carefully, gave time for responses, and encouraged curiosity and creativity. Play was well planned and responsive to children's interests, supporting engagement and enjoyment throughout the day. Staff used skilled questioning and sensitive interventions to extend thinking and promote problem-solving, ensuring learning was meaningful and child-led.

A strong focus on language and literacy was evident across the setting. Staff created rich opportunities for conversation and storytelling, embedding early literacy skills in play contexts. The introduction of the Teaching Talking programme had significantly strengthened practice in this area. Staff had embraced the approach, using targeted strategies to support vocabulary development, listening, and comprehension. A parent who provided feedback told us "My child's speech has come on incredible since starting nursery, staff have been incredibly supportive and caring making sure of this".

Children benefited from an environment where play was purposeful and learning was embedded naturally. They were motivated, engaged, and developing key skills that supported future learning. Families experienced a service that valued communication and shared progress effectively, reinforcing the importance of language and literacy at home. Staff felt confident in their role, supported by professional learning and clear frameworks that guided practice.

The service promoted children's rights and high-quality learning experiences. Staff were very respectful of children's right to play and learn, and this was evident in their interactions and the opportunities provided. The nursery reflected the ethos of a Rights Respecting School, creating an environment where children felt valued, listened to, and empowered to make choices about their learning.

Recent changes to planning, tracking, and assessment had enhanced the rights-based approach, enabling children to lead their own learning. Staff used responsive planning to build on children's interests and ideas, ensuring experiences were meaningful and engaging. Positive engagement was a key strength, with staff listening carefully, giving children time to respond, and encouraging independence and decision-making.

Children's learning was captured effectively through online learning journals, with relevant and regular observations and learning stories for children in the 3-5 room. These highlighted the kinds of experiences children were involved in and provided families with insight into their child's learning. While there was some inconsistency in recording, the entries were meaningful and supported engagement. Children's progression, tracking, and planned next steps were kept in a dedicated tracking folder. This meant that while families received updates through journals, they did not have full visibility of the detailed tracking information that informed planning and next steps. As a result, opportunities for deeper parental engagement in learning conversations were limited. Staff were able to use the tracking folder effectively to ensure continuity and progression for children. Sharing this information more fully with families would strengthen partnership working and further support home learning.

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.

Staff were observed to be very gentle, warm, and nurturing in their interactions with children. They knew the children extremely well and demonstrated a strong awareness of their needs and movements throughout the day. Staff positioned themselves thoughtfully within the playroom and moved with children to ensure they were always available for support and reassurance. Close physical contact was provided when needed, and there were many examples of comforting gestures, including cuddles, which helped children feel secure and valued. Parents who provided feedback were very positive about the relationships and engagement they and their children had with staff. Some of their comments included "The staff are just incredible at the nursery. Very vigilant, caring, kind, supporting and loving. I can't express how amazing staff are, my daughter and myself just adore them all" and "I speak to all the staff. They are all welcoming. Everyone is lovely and they get involved with all the children and parents which is amazing".

This sensitive and responsive approach created an environment where children felt safe, respected, and emotionally supported. As a result, children were confident to explore, engage in play, and build positive relationships with staff and peers. The strong sense of trust and attachment promoted wellbeing and resilience. This enabled children to participate fully in learning experiences.

Staff were fully aware of children's health and medical conditions and demonstrated very good practice in managing these needs. Where children required medication, this was stored securely, recorded accurately, and administered safely in line with policy and best practice. Staff ensured that procedures were followed consistently, and documentation was clear and up to date.

The service provided breakfast, lunch, and snacks for children. Mealtimes were observed to be a positive and sociable experience. Children had some opportunities to be independent, such as serving themselves and making choices. This promoted confidence and self-help skills. Where children had dietary or cultural food preferences, these were catered for appropriately, ensuring inclusion and respect for individual needs. Childcare and catering staff reassured inspectors that children would be offered a sandwich if they did not like or eat their lunch; however, the service did not routinely offer an alternative meal option. This limited opportunities for choice. Families benefited from knowing dietary and cultural needs were respected, but offering a consistent alternative would have further strengthened the service's commitment to meeting individual needs.

Each child had a personal plan that was completed by parents and provided staff with the essential information needed to care for and meet individual needs. These plans supported staff in understanding children's routines, preferences, and any additional requirements, ensuring a personalised approach to care. The service had recognised the need to streamline the information within these plans and had prioritised updating them so they could be used as a planning tool rather than simply a record of information.

Where children needed additional support or challenge, they were very well supported by staff who demonstrated a strong understanding of individual needs. The service had very good links with other professionals and agencies, ensuring timely and effective interventions. Additional wellbeing assessment plans were in place for children who required them, with specific, measurable targets that guided practice and supported progress. Staff made very good use of targeted strategies to meet children's needs, including approaches to promote communication, emotional regulation, and engagement in learning.

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

The provider should notify the Care Inspectorate of the change of manager of the service through the relevant notification eform. This is in order to have an accurate record of the service provision and to update the registration certificate.

This area for improvement was made on 23 January 2018.

Action taken since then

The manager was aware of notifications that should be made to the Care Inspectorate. The registration certificate was accurate.

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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