

Jackton ELC

Day Care of Children

Jackton Primary School
Rochester Avenue
East Kilbride
G75 8WG

Telephone: 01355 200138

Type of inspection:
Unannounced

Completed on:
14 January 2026

Service provided by:
South Lanarkshire Council

Service provider number:
SP2003003481

Service no:
CS2023000265

About the service

Jackton ELC is registered to provide a care service to a maximum of 116 children aged two to those not yet attending primary school. The provider is South Lanarkshire Council.

The nursery is located next to Jackton Primary School within a large newly built private housing development. There are no other local amenities nearby. The service is a standalone nursery which operates 52 weeks of the year.

About the inspection

This was an unannounced inspection which took place on 13 and 14 January 2026. Feedback was given to the leadership team on 14 January 2026. The inspection was carried out by two inspectors from the Care Inspectorate. This was the service's first inspection since registration in August 2023.

To prepare for the inspection we reviewed information about this service. This included registration information and information submitted by the service.

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

- The nursery fostered a warm, inclusive and values led environment where children's voices were central.
- The management team should develop and improve the layout of play and rest spaces to ensure children's safety and comfort.
- Children experienced enjoyable, well supported learning within an inviting environment, with accessible resources and responsive planning.
- The quality of learning observations needed to be more consistent to fully track and support children's progress.
- Children experienced warm, nurturing care and well planned transitions that supported their security and wellbeing.
- Some improvements were needed in personal planning and sleep arrangements to ensure consistently high quality, individualised support.

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	4 - Good
Children thrive and develop in quality spaces	4 - Good
Children play and learn	4 - Good
Children are supported to achieve	4 - Good

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

Leadership 4 - Good

Quality indicator: Leadership and management of staff and resources

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.

The service had developed its vision, values and aims in full consultation with children, staff and families. These were clearly published on the setting's website and displayed prominently as a large visual in the main hallway. This helped ensure the vision remained active and meaningful in daily practice. The statements "thriving, nurturing, confident, inclusive" accurately reflected the ethos of the setting and were evident across most aspects of practice. Values were well embedded in the everyday life of the setting.

Staff had been safely recruited through the Local Authority's processes. Team members spoke positively about their recruitment and induction experiences. Newer staff had been paired with mentors, which they found reassuring and highly supportive. Several staff described progressing to become mentors themselves, reflecting growing confidence and strong team capacity.

Regular staff meetings, wellbeing sessions and appraisals supported staff in their day to day responsibilities as well as their longer term professional development. Staff shared their learning with enthusiasm, describing how training had directly influenced their practice and improved outcomes for children. Courses such as independence training, nurture accreditation, and outdoor training were highlighted as particularly impactful.

The staff team was committed, motivated and clearly valued within the setting. Staff consistently reported feeling well supported. They were encouraged to develop their skills further through ongoing training and wellbeing discussions. Staff worked effectively together and demonstrated strong communication. They modelled mutual trust and respect, creating a positive professional culture that benefitted children and families.

Staff were involved in self evaluation processes and were motivated to lead and drive improvement. Champion roles had been embraced enthusiastically and were contributing to ongoing development across the setting. Champion roles had a particularly positive impact on how children's rights were embedded and valued throughout the setting.

Children's voices were strong, visible and meaningfully acted upon. Staff demonstrated a clear understanding of children's rights and were firmly committed to delivering a rights based approach. Children were listened to, respected and involved in shaping their own learning experiences.

Children thrive and develop in quality spaces 4 - Good

Quality indicator: Children thrive and develop in 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.

The environment was welcoming, spacious, warm, clean and well ventilated. Families and staff spoke positively about the environment.

The building had a double bubble entrance designed to enhance safety. However, one parent commented that this could be frustrating, particularly when no one was available in the main office to release the door promptly. This occasionally resulted in waiting times during drop off and collection.

When sampling registers in the 2-3 playroom, we found that the children present did not fully match the children marked on the register. While all children's names were displayed on the wipe board at the door, not all had been signed into the register. We advised that registers must be kept accurate and up to date at all times to support children's safety in the event of an emergency evacuation. Staff and leaders recognised the importance of this.

We observed safe and effective infection prevention procedures. Staff consistently modelled good hand hygiene and supported children to wash their hands at appropriate times. Personal care was carried out in a safe, hygienic and dignified manner.

All children had direct access to outdoor play areas. We observed children being asked if they wished to go outside. Welly rooms, where outdoor clothing was stored, enabled children to independently collect wellies and jackets. However, the 3-5 room became cold when the door was left open for free flow access. We suggested using thermometers to monitor room temperatures and managing door use in a way that supports both children's choice and the comfort of those playing indoors.

The large playrooms offered ample space, but the layout lacked well defined areas and cosy, nurturing spaces. As a result, some children ran or slid between rooms. This contributed to disengagement at times and made it more difficult for staff to facilitate high quality learning experiences.

The use of one of the 3-5 playrooms as a lunch room impacted the availability of space and the variety of play opportunities. Tables and chairs remained out for most of the day, resulting in mainly table top activities. Consequently, most children chose to play in the other room, which led to overcrowding and reduced engagement.

Children were encouraged to learn about sustainability, including participating in litter picking and recycling activities. The Jackton Jems children's rights group gave children a voice in the setting and opportunities to share their ideas to help influence change, reflecting the service's commitment to rights based practice.

Effective and safe procedures were in place to ensure secure storage of children's and families' personal information.

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 and had fun in the setting. Resources and materials were attractively displayed and easily accessible for children to choose what they wanted to do. Children were supported and encouraged to be independent in their learning. Parents commented positively about the experiences and opportunities their children had in the setting. Some of their comments included "My child has access to a variety of experiences at nursery. She loves the sensory room and playing outside in particular and lots of outdoor play in all weathers, use of bikes, painting, reading, crafting, lots of song time and my child loves taking part in all of them."

Aspects of early literacy and numeracy were supported naturally throughout the day. We observed staff and children sharing stories, tracing letters in sand and discussing letter sounds and words. Children also enjoyed playful numeracy experiences, such as developing their understanding of counting. These interactions helped embed learning in meaningful and enjoyable ways.

Staff met regularly and used observations, professional discussions and information from parents to plan for children's learning. This supported staff to plan experiences that reflected children's interests and developmental stages. Children's learning was recorded and shared through learning journals, which effectively involved families and celebrated children's achievements.

While learning journals were a valuable tool, the quality of observations was variable. We suggested that observations could be strengthened by being more detailed, personalised and focused on learning progress. Leaders were aware of the differing skill levels within the team and were actively monitoring practice and providing targeted support. Over time, this was expected to contribute to a more consistent approach to high quality observations that would support children's learning and progression.

Children are supported to achieve 4 - Good

Quality indicator: Nurturing care and support

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.

Staff demonstrated warm, caring, and nurturing approaches in their engagement and interactions with children. We observed consistent use of close physical contact and sensitive reassurance, which contributed to children feeling safe and secure. Parents commented positively about the relationships they and their children had with the staff team. Some of their comments included "Staff are always friendly, welcoming and supportive. They all seem very knowledgeable about my child including the senior staff and the staff are always friendly and chatty, they give plenty updates, they are always interested and happy to see the children when they arrive each day."

Several children in the 2-3 room had only recently started attending the service. Although some arrived visibly upset, staff responded promptly and effectively, offering comfort and reassurance. As a result, these children were later observed to be settled, relaxed, and actively engaged in their play.

Transitions, both from home to nursery and between playrooms, were managed sensitively and thoughtfully. Staff planned these transitions on an individual basis to ensure they met the specific needs of each child and family. Staff spoke very positively about the impact of home visits, noting that they helped establish trusting and supportive relationships with children and families prior to starting. Transition booklets were used effectively between rooms, enabling staff to share key information and maintain continuity and consistency of care.

The service provided high-quality snacks and hot lunches that were nutritionally balanced. Children were offered choice, and we observed them enjoying their meals. Alternatives were provided where children changed their mind or expressed different preferences. While there were some opportunities for children to develop independence during mealtimes, these remained somewhat limited. Children's dietary requirements and cultural preferences were appropriately considered and respected.

We noted a need for more dedicated and thoughtfully designed sleep spaces to further support children's comfort and wellbeing.

Personal plans were in place and linked appropriately to the wellbeing indicators. However, some plans contained gaps in important information, and those sampled had not always been updated to reflect children's current needs or developmental stages, such as progress in toilet training. While some significant information had been recorded and updated, this did not always include the level of detail required to fully understand and meet children's needs. For example, plans lacked clarity regarding specific interventions or the rationale for changes in support.

The service demonstrated strong connections with families. There were a number of high-quality engagement opportunities available, such as stay-and-play sessions, home visits, and opportunities for parents to contribute to learning journals. A review of parental feedback indicated that families felt involved and valued as partners in their children's learning.

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	4 - Good
Leadership and management of staff and resources	4 - Good
Children thrive and develop in quality spaces	4 - Good
Children experience high quality spaces	4 - Good
Children play and learn	4 - Good
Playing, learning and developing	4 - Good
Children are supported to achieve	4 - Good
Nurturing care and support	4 - Good

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