

# Kirkshaws Nursery Class Day Care of Children

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**Type of inspection:**  
Unannounced

**Completed on:**  
28 January 2026

**Service provided by:**  
North Lanarkshire Council

**Service provider number:**  
SP2003000237

**Service no:**  
CS2003016812

## About the service

Kirkshaws Nursery Class is registered to provide a care service to a maximum of 50 children aged from three years to those not yet attending primary school. The service is located within Kirkshaws Primary School, in Coatbridge, North Lanarkshire. It is close to local parks, shops, transport routes and other amenities.

Care is provided from two adjoining playrooms, which have direct access to a large enclosed garden. The children also have access to the school gym hall.

## About the inspection

This was an unannounced inspection which took place on 27 and 28 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 using the service
- received feedback from nine family members
- spoke with eight staff and management
- observed practice and daily life
- reviewed documents.

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.

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

- There was a clear improvement plan in place which focused on enhancing the quality of learning experiences to meet the needs and stages of development of children.
- Leaders and staff had identified where progress had resulted in improved outcomes for children and identified where further action was required. They were well-placed to make further progress in these areas.
- Children accessed a wide range of play experiences indoors and outdoors, supporting independence and choice.
- Staff should further develop some play areas, including replenishing sand and enhancing the home corner, to increase creativity and challenge.
- Children experienced warm and caring interactions from staff who knew them well. As a result, they felt safe and secure.
- Mealtime routines had been developed since the last inspection and children experienced a relaxed and sociable lunch time that met their needs.

## 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 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.

A clear vision was in place that reflected the needs of children to promote a safe, caring and fun environment. Over the last year, new leaders and staff had settled into their roles and reviewed responsibilities to support improvements within the service. As a result, they planned to review their current vision in consultation with families, to ensure it continued to reflect their needs.

Leaders were aware of the new 'Quality improvement framework' for the early learning and childcare sector and were in the early stages of using this as to evaluate practice. They valued opportunities for self-evaluation and used best practice guidance to support informed decision making. In addition, staff had visited other early years establishments to develop ideas and share best practice, helping improve outcomes for children.

Leaders had recently participated in the Care Inspectorate Improvement Programme to build on their skills and confidence in identifying and managing change within the setting. This contributed to an approach of continuous improvement, leading to good outcomes for children.

There was a clear improvement plan in place, focusing on enhancing the quality of learning experiences to meet children's developmental needs. Leaders and staff had identified where progress had resulted in improved outcomes for children and where further action was required. They were well-placed to make further progress in these areas. For example, staff had focused on improving the environment and experiences for children, resulting in improved play spaces and more relaxed lunch routines. They were enthusiastic about developing the learning environment and were awaiting delivery of new play materials and furniture to help enhance play opportunities. Parents told us they felt involved in helping to improve the service and one commented "we have the opportunity to help give ideas to improve or help provide new resources."

Some quality assurance processes were in place and supported children's safety. For example, robust risk assessments, safe administration of medication and regular reviews of accidents and incidents. This helped ensure staff could respond to or identify potential risks. As planned, they should continue to strengthen monitoring and auditing across the service, particularly in relation to personal plans, online journals and observations.

Staff had developed positive relationships with each other and had begun to develop individual leadership roles. The manager knew the staff team well and had plans to introduce a more formal approach to supporting their personal development. This included time to meet with staff to discuss their learning needs.

**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 accessed a variety of play opportunities across two adjoining playrooms, which supported their interests, choices and wishes. For example, the role play area, block play and creative area. Staff acknowledged where some spaces would benefit from further development to promote imagination, creativity and engagement. They told us about plans to replenish materials and add new resources to support play. For example, new furniture for the home area and a mud kitchen for outdoors. We agreed this would help contribute to the quality of play experiences.

Children explored opportunities for messy and sensory play. For example, making playdough, exploring puddles, sand and water play. Many children enjoyed playing in the large walk in sand pit and some chose to take their socks off so they could feel the sand on their feet, supporting sensory development. We discussed how staff could widen the choices of play materials to further promote children's choice and engagement.

Children had fun in the home area using real materials to support their ideas and imagination. For example, utensils, pots and pans and porridge oats. Children were pretending to feed 'the three bears' building on their knowledge of fairy tales. Some children enjoyed playing 'mums and dads' drying the dishes and ironing. Many children told us they liked playing with the babies.

When outdoors, children had fun exploring a wide variety of spaces which promoted their physical skills, running and walking on different surfaces. They explored the rainy weather and laughed together as they ran through puddles. Children enjoyed feeling the wind and exploring the natural world around them. Parents told us "Kirkshaws have a fantastic space outdoors, which is always accessible no matter the weather. The kids are able to freely move within the indoor/outdoor spaces and all weather gear such as puddle suits, hats, wellies etc are available for the kids to access themselves" and "my child plays outside every day, which [they] really enjoy and I'm happy [they are] getting lots of experiences and fresh air." As planned, staff should extend opportunities for using loose-parts to support children's problem solving and imagination.

Children benefitted from some opportunities to develop numeracy and literacy skills. For example, participating in songs and rhymes at 'Bookbug' sessions and using drawing materials to develop early literacy skills. The block play area was a particular favourite and staff told us how recent training had supported them to develop this area to encourage play ideas. As a result, children were now more engaged in this area. Children could select and transport resources such as fir cones, blocks and dinosaurs. This helped support their play ideas and 'schemas,' which is where they repeat patterns of behaviour. One child had fun with a flying dinosaur saying "help me get down I am stuck," which supported their imagination.

Approaches to planning were in the early stages of being developed and plans were in place to evaluate this to ensure that observations supported play experiences. Staff interacted well with children to help extend their play ideas. For example, they commented on what they were doing and offered questions to support

their thinking. Such as "what do you need," and "what do you think happened." Staff used observations to support their approaches to planning and were responsive to children's interest.

## 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.

Children experienced warm and caring interactions from staff who knew them well. As a result, children felt safe and secure. Children were supported if they were upset by staff providing cuddles and reassurance. Staff responded to children cues and knew when they needed additional support. They took time to listen and engage meaningfully. Parents commented positively about the staff team and told us "staff are friendly, upbeat, kind and helpful" and "staff are friendly, caring and have a strong relationship with all the children."

Staff recognised the importance of transitions and planned for new children to settle at a pace that was right for them. Families were welcomed into the playroom which helped develop positive relationships. This helped new children settle well into the environment. One parent told us "my child is always asking to go, even at weekends, which shows it's a good experience to go there."

Children's wellbeing was promoted through careful attention to their personal care needs. For example, they were encouraged to wash their faces after lunch and staff supported them with dressing for outdoors if needed. Parent commented that staff were "friendly, hands on, accommodating & very present every day for kids, especially on the days they need that extra bit of attention" and "my child can go to a [staff member] and have a cuddle or a lie down if they feel tired."

Mealtimes routines had been developed since the last inspection. Children experienced a relaxed and sociable lunch time that met their needs. They were encouraged to try new foods and involved in preparing snack, promoting their independence. Children were encouraged to self-serve most of their meals and poured their own drinks, helping them develop life skills. Staff sat alongside children, which helped promote natural conversations, supporting social skills development. We discussed where small changes could be made to the snack menu to ensure there was a wider variety across the days. Staff agreed to action this.

Staff took time to get to know children and they gathered important information about their needs when they started at the service. New systems were in place for recording information in relation to their wellbeing needs, which was carried out in consultation with families. This helped support staff to identify next steps for children's learning and development. Children's experiences and learning were shared with families through online platforms. We discussed where written observations could be strengthened to help evaluate children's progress. Further monitoring of this would help improve consistency for all children. Parent told us "key workers keep us updated on learning and offer opportunities for feedback "and the "service is good and they keep us to date with progression of our child."

## 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 promote children's wellbeing, the provider should improve mealtime experiences. This should include but not be limited to, reviewing mealtime routines and improving staff interactions. This would help to promote a calm, relaxed and sociable experience.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that:

'I can enjoy unhurried mealtimes in as relaxed an atmosphere as possible' (HSCS 1.35).

**This area for improvement was made on 11 February 2025.**

#### Action taken since then

Mealtimes had been reviewed and improvements were made to the organisation and routines of lunchtime. This was relaxed and sociable experience for children, where they were encouraged to be independent. Staff demonstrated knowledge of best practice and shared plans for further improvements. As a result, children experienced a more positive routine.

Therefore, this area for improvement has been met.

#### Previous area for improvement 2

To ensure children's health needs are met, the provider should review medication systems, in line with guidance. This should include, but not be limited to, ensuring rescue medicines and associated records are accessible, to support safe administration.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'My care and support meets my needs and is right for me' (HSCS 1.19)

and

'Any treatment or intervention that I experience is safe and effective' (HSCS 1.24)

**This area for improvement was made on 11 February 2025.**

#### Action taken since then

Systems were in place to support the safe administration of medication. This included safe storage of medicines and regular audits of children's health needs, which allowed staff to respond to any changes.

Therefore, this area for improvement has been met.

## Previous area for improvement 3

To ensure children receive care in a safe environment, the provider should improve measures to minimise the risk of spread of infection. This should include, but is not limited to, improving general cleanliness of play spaces, nappy changing areas and hand hygiene facilities.

This is to ensure that care and support 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 5.24).

**This area for improvement was made on 25 February 2025.**

### Action taken since then

Play spaces were generally clean and staff regularly cleaned surfaces in areas where children played. The manager had identified where attention was needed for other areas including extractor fans within toilet facilities and had taken appropriate steps to action this. There were robust systems in place to monitor the cleanliness of spaces.

**Therefore, this area for improvement has 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](http://www.careinspectorate.com).

## Detailed evaluations

Leadership	4 - Good
Leadership and management of staff and resources	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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