

St. Elizabeth's Primary School Nursery Class Day Care of Children

William Drive
Hamilton
ML3 7RQ

Telephone: 01698 285 080

Type of inspection:
Unannounced

Completed on:
27 January 2026

Service provided by:
South Lanarkshire Council

Service provider number:
SP2003003481

Service no:
CS2003015347

About the service

St. Elizabeth's Primary School Nursery Class is located in Hamilton, South Lanarkshire. The service is registered to provide a care service to 128 children aged from two to those not yet attending primary school. There were currently 76 children registered with the service.

Children are cared for in extended playrooms within the primary school. Playrooms have direct access to enclosed outdoor play spaces. The service is close to shops, parks and public transport links. There are established links with various groups in the local community.

About the inspection

This was an unannounced inspection which took place on 26 and 27 January 2026 between 08:30 and 15:30. 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.

To inform our evaluation we:

- observed the children's experiences
- gathered feedback from five families and 13 staff using a survey
- spoke with the staff and management present during the inspection
- observed staff practice in the playrooms and outdoor space
- assessed core assurances, including the physical environment
- 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

- Staff had high aspirations for children and recognised the importance of working together to meet the children and family's needs.
- Staff created rich learning and play experiences to support children's play, learning and development.
- Children were engaged in their play and were having fun learning.
- The planning systems could be enhanced to further support staff plan and identify how best to support children's needs.
- The use of space and resources needs further consideration to ensure high quality play and learning remain meaningful.
- Staff interactions were kind, caring and affectionate towards the children and families.

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

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 settings vision, values and aims were embedded within staff practice. We found staff to be working hard, having respectful relationships creating a safe, happy and nurturing environment.

Staff had high aspirations for children. They recognised the importance of working together to meet the children and family's needs. Staff used effective communications to ensure they were kept well informed and had a clear understanding of the settings vision, values and aims, ensuring these were firmly established.

The setting had self-evaluations systems in place to enable them to deliver high-quality care. Well thought out plans enabled the leaders to complete tasks including observations of practice and children's experiences. Effective quality assurance systems ensured the setting monitored and tracked progress, to enable them to successfully achieve their goals.

Leaders used practice guidance, current research and thinking to identify actions to further enhance the service. Sustainable change was achieved through their reflective practice and commitment to a culture of continuous improvement. They celebrated the positive changes made and used the outcomes to form the foundation for future improvements. We discussed some improvements to further enhance the settings development journey. These included adding next steps and using best practice guidance when auditing aspects of the service, enabling them to continue to enhance the delivery of the service (see area for improvement one).

Induction programmes were in place to support new staff settle in and become part of the team. Staff shared they felt very welcomed when they started working in the setting. The staff felt supported and happy in their roles. This resulted in a strong staff team, with shared goals working in partnership to meet the children's needs.

Areas for improvement

1.

To ensure children receive high quality care and learning, the provider should ensure the service has robust quality assurance systems. This should include, but not be limited to, well thought out plans which include next steps in the improvement journey and using best practice guidance when auditing practice, to ensure these are fully implemented.

This is to ensure the quality of the care and support is consistent with the Health and Social Care Standards, which state that as a child, I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes (HSCS 4.19) and I experience high quality care and support because people have the necessary information and resources (HCSC 4.27).

Children thrive and develop in quality spaces 4 - Good

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 setting was welcoming, well maintained and fully equipped to meet the needs of the children. The premises were secure and appropriate safety measures were in place, following best practice guidance and legislation.

The setting was a large facility, with different play spaces for children to access. Staff recognised the positives and challenges having a lot of space brought. Areas that were working well provided children with challenging and interesting play opportunities. Staff had been creative in designing play spaces to inspire and motivate children's natural interest and curiosities. Leaders agreed there was still further improvements needed to ensure they were making best use of the spaces to meet the needs of the children.

Staff had created rich learning and play experiences to support children's play and learning. Children moved freely around the spaces inside and outside. Staff recognised the importance of outdoor play and learning on children's wellbeing.

The outdoor play areas were open for the majority of the day, providing a wide range of outdoor play and learning experiences. Inside the art and loose parts area, were spaces where children used their imaginations and directed their own play. These were always busy with children having fun learning and playing alongside their friends.

Throughout the setting children were developing an awareness of risk and essential skills, building resilience. We could see where the children's voices had influenced the playrooms including layout and resources. The children were confident transporting resources throughout the setting to support their play.

Children play and learn 4 – Good

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 actively listened to the voice of children. Giving them independence and the opportunity to direct their own play. The children were having fun learning and getting to choose to play inside or outside and what types of play they wanted to participate in.

Staff had a good understanding of how children develop and learn. They told us how they supported individual children's needs. Staff were creative and responsive to children's imaginations. Children were engaged in their play and learning when staff were nearby offering support and reassurance. Meaningful observation and the interpretation of children's interests were impacted by the current staff deployment arrangements. Careful consideration of this would enhance child engagement and learning experiences.

To further enable staff to provide responsive experiences the setting should continue to review the planning systems in place. This is to ensure the planning system in use enables staff to identify and plan how best to support children's needs. Increasing staff opportunities to have more time with their key children, to focus on supporting their current thinking and be responsive, would help them to provide more meaningful support and challenge.

Staff were responsive, caring and kind when interacting with the children and families. When they engaged

with the children, they were skilled at using language to develop appropriate questionings, comments and extending children's thinking.

At times we found that the large space and daily tasks required, detracted staff from the quality of play and learning we had seen throughout the majority of the day. Leaders need to consider the impact of this to ensure during these times children's play and learning continues to be meaningful and of high quality.

Staff were using a variety of different planning formats to meet the needs of the children. We found that this had led to an increase in adult directed experiences for children. There were gaps in staffs' observations of children's experiences, which impacted on staff ability to meaningfully plan and provide rich experiences to support children's interests and development. We discussed with staff the impact of missed opportunities to plan, observe and assess individual children. We have made an area for improvement to ensure meaningful observations drive the identification of next steps and planning systems to meet children's needs (see are for improvement one).

Areas for improvement

1. To support children's play, learning and development the provider should ensure child-centred planning and assessment is fully embedded. This should include, but not be limited to, effective use of observations to recognise and extend children's knowledge and understanding, skills and achievements.

This is to ensure the quality of the care and support is consistent with the Health and Social Care Standards, which state that as a child, 'I have fun as I develop skills in understanding, thinking, investigation and problem solving, including through imaginative play and story telling.' (HSCS 1.30) and "My care and support meet my needs and is right for me" (HSCS 1.19).

Children are supported to achieve 4 - Good

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 recognised the importance of nurturing relationships being essential in children's growth and development. Staff interactions were kind, caring and affectionate towards the children and families. As a result, children felt safe and secure within the setting.

Families were welcomed into the service each day. We observed parents and staff having relaxed, informal and meaningful discussions at this time. This helped them build positive, respectful relationships between staff and families.

Staff recognised the importance of planning supportive transitions to meet children's individual needs. Morning drop offs and collections were calm, relaxed and gave children time to adjust to the daily routine. Parents were reassured that their children were settled before leaving them.

Children freely chose when to go for lunch and snack. They selected from nutritious foods, and menus considered children's cultural and dietary needs. Lunchtimes were a sociable and relaxed time of day for staff and children to sit together and talk about their experiences. Children told us they liked the foods on offer, and they enjoyed the freedom of access drinking water throughout the sessions in all areas. We discussed some minor changes that could help lunch time promote more independence and opportunities

for children to learn life skills, through self-serving. The setting agreed to consider these points going forward.

Each child had a personal plan in place which identified targets for them to achieve and suggested opportunities to support these. Staff collaborated with families and other agencies when needed, to ensure when setting targets, they were meaningful and strategies were agreed. We were informed further plans were in place to improve the recording and monitoring of children's needs. Having effective systems to track and monitor children's needs should further enable staff to identify how best to support them and put clear plans in place.

Staff recognised the importance of collaboration with families and to support this they welcomed families into the service for stay and play sessions and meetings to discuss their child's experiences. Having strong connections with families enabled 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 requirements we made at or since the last inspection

Requirements

Requirement 1

By 9 August 2024, the provider must ensure children have access to toilet and nappy changing facilities which ensure children's privacy and dignity, health and wellbeing is maintained. To do this, the provider must, at a minimum:

- a) ensure children's privacy and dignity is maintained when using toilet and nappy changing facilities
- b) ensure current infection prevention and control and design guidance is adhered to
- c) ensure nappy changing areas have appropriate nappy changing units and all required resources are stored hygienically
- d) ensure nappy changing doors and toilet doors remain closed throughout the day and when in use
- e) ensure laundry appliances are stored in an appropriate area inaccessible to children
- f) ensure freshly laundered bedding/clothing is stored hygienically.

This is to comply with Regulation 4(1)(a)(Welfare of users) of the The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210) This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: "My environment is safe and secure" (HSCS 5.19). This is to ensure facilities are consistent with Scottish Government document, Space to Grow: design guidance for early learning and childcare and out of school care settings.

This requirement was made on 1 May 2024.

Action taken on previous requirement

The provider had taken appropriate action to ensure children had access to toilet and nappy changing facilities which ensured their privacy, dignity and their health and wellbeing needs.

Met - within timescales

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 safety and wellbeing, the provider should ensure there are robust risk assessments in place for all indoor and outdoor areas children can access.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: "My environment is secure and safe" (HSCS 5.19).

This area for improvement was made on 1 May 2024.

Action taken since then

Risk assessment where in place for the different spaces within the setting and were regularly reviewed to ensure appropriate safety measures where in place.

This area for improvement had been met.

Previous area for improvement 2

The manager and staff should review the format of personal plans to ensure that each child's personal plan clearly shows their current care and support needs and how these needs will be met within the service.

The "All about me" sheets should be reviewed for the younger children to include if, when and for how long the child should sleep.

All personal plans should be reviewed with parents once every six months, or sooner if required or requested, in line with legislation.

This is to ensure care and support is consistent with the Health and Social Care Standards which state that: "My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices." (HSCS 1.15)

This area for improvement was made on 11 December 2018.

Action taken since then

Personal plans were in place and had been kept up to date to ensure they reflected the children's needs and how the setting planned to support these. Parent's had been involved in agreeing the personal plans in place.

This area for improvement had been met.

Previous area for improvement 3

The manager and staff should ensure that the medication forms and procedures are in line with current good practice guidance "Management of medication in daycare of children and childminding services." They should ensure that:

- the updated parental consent forms for medication and administration of medication forms are used consistently throughout the nursery
- all required sections of the forms are completed- yes
- the signs and symptoms of children's conditions are recorded (not all on consent forms)
- the parent/carer has signed to confirm they are aware their child has received medication at the service when they collect the child- yes
- a record is kept of when a child has refused medication or when medication could not be given, with the reasons and the actions taken by the nursery.- none seen

This is to ensure care and support is consistent with the Health and Social Care Standards which state that: "I experience high quality care and support based on relevant evidence, guidance and best practice." (HSCS 4.11)

This area for improvement was made on 11 December 2018.

Action taken since then

The setting had made the suggested improvements to their management of medication procedure and practice. We found best practice was being followed. We discussed to ensure if medication was to be given on a 'when required' basis this should be included in the consent form section, not all forms had this information recorded. They did have this information record elsewhere for example, on asthma plans.

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

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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