

Craigneuk Family Learning Centre Day Care of Children

641 Glasgow Road
Craigneuk
Wishaw
ML2 7SR

Telephone: 01698 522 709

Type of inspection:
Unannounced

Completed on:
22 January 2026

Service provided by:
North Lanarkshire Council

Service provider number:
SP2003000237

Service no:
CS2003015335

About the service

Craigneuk Family Learning Centre is registered to provide care for a maximum of 69 children at any one time, of those 69 no more than 15 are aged two years to under three years. At the time of inspection 53 children were registered with the service.

Care is provided from a single storey purpose built building, which is located within Wishaw, North Lanarkshire. The service is situated close to shops, transport links and other amenities. Children are cared for across three playrooms and have access to a large enclosed, natural and secure garden.

About the inspection

This was an unannounced inspection which took place on 20 and 21 January 2026 between 08:30 and 16:50. We provided feedback to management and the provider on 22 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
- spoke with two parents using the service
- reviewed electronic feedback from 10 parents
- spoke with staff and management
- assessed core assurances, including the physical environment
- observed practice and daily life
- reviewed documents
- spoke to visiting professionals.

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.

As part of this inspection we undertook a focus area. We have 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.

Key messages

- Management and staff had a clear vision for the development of the service and were passionate and committed to drive forward improvement.
- Children were engaged in play, exploring resources and activities with confidence.
- Children's health and wellbeing was enhanced through daily access to outdoor play.
- The service should continue to develop the outdoor environment to promote children's independence and choice.
- Staff knew children very well and responded to their individual needs and wishes.
- Strong relationships had been established with families, which resulted in positive outcomes for children.
- Staff understood the importance of an individual approach to transitions to meet the needs of 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	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.

Since the last inspection, there had been changes to the management within the service. Management and staff had fostered good relationships and worked together to ensure a positive ethos within the setting. Staff told us "I consider myself privileged to be working with a fantastic team" and "I feel we have developed as a team over the past year, creating a great environment for children to grow and develop."

The vision, values and aims of the service were clearly embedded and consistently reflected in the nurturing, responsive and inclusive practice observed throughout the inspection. Leaders had taken an inclusive approach to developing the settings vision and values by consulting with staff, children and families about what was important to them. This supported staff to provide the care and support children needed to flourish.

Leaders had created conditions where staff felt empowered and confident to lead and initiate change. Staff worked well as a team and demonstrated a commitment to provide a high quality service. They were motivated, enthusiastic and spoke positively of how continuous professional development, including using current guidance and research helped to inform their practice.

Quality assurance and self-evaluation processes were contributing towards the development of the service. Leaders effectively used data gathered to drive change at an appropriate pace that was both meaningful and sustainable. A detailed improvement plan was tailored to the service's needs. This included developing planning systems and improving monitoring and tracking. Training was contributing towards the implementation of these priorities, supporting staff to reflect on their practice and how this could contribute towards positive outcomes for children and their families. We discussed where the service could develop their approaches to support staff to reflect on their training individually and together as a team.

Opportunities to include families in the service and welcome their feedback was provided through questionnaires, informal chats and online platforms, such as the use of QR codes. This created a positive culture where people felt confident contributing to well informed change and demonstrated the service's high aspirations for children and families. The service should continue to develop their approaches to involve families and children in evaluating the service's practice. This could include documenting how their contributions impact on practice, whilst also supporting improvement.

The service used the 'National Induction Resource' to support new staff, offering a structured and reflective approach to induction. Staff reported feeling supported by management and mentors, and spoke positively about their experience. They valued having a mentor and felt confident seeking support from any team member, contributing to a welcoming and collaborative environment. This helped to ensure that staff were well prepared to meet children's needs, creating a safe, nurturing and consistent learning environment.

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.

Since the last inspection management and staff had worked hard to improve the setting. Significant changes were contributing towards a clean, warm and welcoming environment for children. This included replacing flooring, painting all playrooms and improving fixtures and fittings. The entrance area displayed information about the setting which supported a welcoming environment. Each child had access to their own space to store their personal items, which helped promote a sense of belonging.

Careful consideration had been given to the layout of the setting. Playrooms were bright and inviting. Some homely touches, such as rugs, soft furnishings and furniture helped create a welcoming environment for children and their families. We discussed where there was scope to enhance this further within playrooms. Parents told us "the nursery is always clean, loving and welcoming" and "the difference in the playrooms is amazing, its so bright and welcoming."

The service had worked hard to create an enabling and inclusive environment. Carefully selected low down accessible and adaptable furniture supported children's play choices. One parent told us "the nursery and the staff are incredible, they make adaptions to the nursery room so that it is inclusive of [all children]." Staff had created spaces where children had opportunities to develop their curiosity, imagination and problem solving. This included block play, role play and sensory areas.

Children's health and wellbeing was supported through daily outdoor play opportunities. We asked the service to monitor the temperature of the playroom when children were moving freely between indoor and outdoor spaces. Children enjoyed playing with water, bikes and construction toys outdoors. The service should continue to review outdoor play spaces, through consultation with children, to provide challenges that would support their holistic development. This could include opportunities for adventurous play with open ended materials and loose parts (resources that can be moved, taken apart and put together) to support children's curiosity.

The service had measures in place to ensure the safety and security of children. Secure entry system, clear boundary fencing and regular headcounts of children both indoors and outdoors, helped staff to be aware of children's movements. This supported children's safety and helped to ensure their play experiences were not compromised.

The environment was clean, well-ventilated and appropriately maintained. The service had implemented measures to help reduce the risk of spread of infection, this included regular use of handwashing facilities for staff and children. We asked the service to ensure consistency in this approach when children played outdoors. We also discussed where the storage of material within changing areas could be improved.

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 within the setting were having fun and were engaged in their learning. Staff recognised play as an opportunity for developing skills for life, supporting children's learning. This included promoting their independence when getting ready to play in the garden. Staff valued children's right to play and supported this through a variety of play based approaches where children could direct their play. This included water play, block play and role play. Children told us "its fun at nursery", "we get to play with our friends" and "I like building castles with the bricks."

Staff were knowledgeable and demonstrated a good understanding of what children need to learn and develop. They were responsive to children and interacted in a way that supported their thinking and learning. Effective questioning, commenting, repetition and narrating of experiences was supporting children's communication and language skills. Staff caring for younger children used supportive questions to support children's choice, for example, 'can I help you?'. Whilst some staff used effective questioning to support children's play, we discussed where this could be more consistent.

Staff had recently used environmental audits 'through the eyes of a child' to identify where areas could be further developed to enhance children's play and learning. This supported staff to develop spaces and resources to promote children's play. We discussed where additional toys and materials in some spaces could further enhance curiosity, creativity and imaginative play. This included developing sensory resources and further developing the mud kitchen.

Children's numeracy and literacy skills were promoted through varied approaches. Children enjoyed listening to stories and singing with staff. The use of props helped aid fun and enjoyment, whilst helping to support language development. Mark making resources were available in most areas for older children to explore, for example, paper, pens and pencils. This meant children could access material in a way that was meaningful to them. We asked the service to continue embedding numeracy materials in all areas, for example, more mathematical and digital resources in home area.

Planning had recently been reviewed and was at the early stages. New approaches were beginning to support staff to evaluate and identify children's development, progression and achievements. This was supporting children to progress at a pace that is right for them. The service had identified where consultation tools could be further developed to support children to influence their play. We agreed this could further support children in leading and directing their play opportunities, giving them time and support to make decisions and use their voice.

Observations were shared with families on children's development and achievements. Leaders had identified where further training could support staff to develop their skills in implementing next steps and to further enhance high quality play experiences. We agreed this could support staff in recording progression in children's play, learning and development.

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.

Children experienced warm, caring and nurturing interactions that helped them feel safe and secure. Staff were gentle and nurturing, narrating and talking to children throughout routines and experiences. This included asking children's permission before nappy changes, helping wipe their nose or getting ready for meal experiences. This supported children to develop an awareness of the patterns of the day and prepared them for what might happen next. This respectful approach gave children a clear message that they were valued, helping to build trust and promote a strong sense of self-worth.

Staff understood the importance of an individual approach to transitions tailored to meet the needs of children and families. Home visits prior to children starting played a significant role in building early relationships and easing transitions. Staff worked closely with families to observe and reflect on these to ensure it was a pace that was right for them. This supported parents to feel valued and contributed to trusting relationships between them and staff. One parent told us "staff are engaged and know my [child] really well. They are very in tune with [my child's] needs and requirements, and they ensure a caring and supportive environment to help [them] flourish."

Children benefitted from sociable and unhurried mealtimes. Opportunities for self-serving were available which supported children's independence and skills for life. Staff were knowledgeable about children's routines and dietary needs. They positioned themselves at tables to aid engagement with children and provided support when needed. This promoted opportunities to socialise with peers and chat with staff supporting language development.

Children's health and wellbeing was supported through effective and meaningful personal planning. 'What matters to me' documents captured what mattered to the children, this included their interests and preferences. This reflected an approach that valued children's rights and what is important to them. Regular consultations and reviews with parents had taken place which enabled them to be fully involved in their child's care. Parents told us they were involved in creating their child's plans and had opportunities to discuss their child's development and next steps through informal and formal discussions with key workers, online journals and during parents' meetings. One parent commented "the nursery take on board every single detail about your child to ensure they mirror your approach in nursery."

The service worked closely with external agencies, to ensure children received the care that was right for them. One parent told us "the staff collaborate closely with health care staff to ensure a robust and specific plan that supports my [child's] individual needs." Wellbeing indicators were embedded in plans, with next steps and strategies shared across the staff team to ensure consistency and continuity in their care. This supported children to thrive. A visiting professional told us "the staff work closely with me and are good at implementing any strategies I suggest."

Relationships with families were strong, respectful and meaningful. Staff valued their connections with families and strived to create a warm, welcoming and inclusive environment, which was mindful of cultural sensitivity and accessibility.

Staff actively embraced opportunities to engage with families in the setting and shared/celebrated children's achievements. Parents attended stay and play sessions and family engagement sessions. This approach supported families to be included in their child's learning and development, while positively impacting on the quality of care for children. One parent told us "the support the staff provide to us as parents is also a huge thing for us, feeling supported with our [child's] development doesn't only help [them] at nursery but at home too. I have every confidence my [child] is going to thrive because it's the best/right environment for [them]."

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 ensure that children receive care in a clean, well looked after and well maintained premises. This should include, but is not limited to, repairs to radiator covers and improving the quality of fixtures and fittings.

This is to ensure that care and support is consistent with the Health and Social Care Standard's (HSCS) which states: '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 18 September 2024.

Action taken since then

Since the last inspection the service had underwent extensive refurbishment. This included replacing flooring, painting playrooms and reviewing the layout of all playrooms. The setting was bright, clean and well maintained, which was contributing towards a warm, safe and well looked after environment.

There were some minor areas that required further attention, for example replacing changing mats and cleaning an extractor vent within one bathroom. However the service actioned these immediately.

Therefore this Area for Improvement has been Met.

Previous area for improvement 2

The provider must ensure that they are aware of their responsibilities for submitting notifications to the Care Inspectorate. This includes all circumstances in which the Care Inspectorate must be notified and required timescales. Systems should be in place to ensure that the Care Inspectorate is notified of all circumstances, which can be found in 'Records services must keep and guidance on notification reporting' document. Submitting notifications and providing relevant information permits the Care Inspectorate to fulfil their regulatory functions.

This ensures care and support is consistent with the Health and Social Care Standards, which state that: 'I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes' (HSCS 3.14).

This area for improvement was made on 18 September 2024.

Action taken since then

The service were aware of their responsibilities for submitting notifications to the Care Inspectorate and had kept the Care Inspectorate informed of any significant events within relevant timescales.

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.

Detailed evaluations

Leadership	5 - Very Good
Leadership and management of staff and resources	5 - Very 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	5 - Very Good
Nurturing care and support	5 - Very Good

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Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

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