

# Old Monkland Primary Nursery Class Day Care of Children

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**Type of inspection:**  
Unannounced

**Completed on:**  
22 January 2026

**Service provided by:**  
North Lanarkshire Council

**Service provider number:**  
SP2003000237

**Service no:**  
CS2003015364

## About the service

Old Monkland Primary Nursery Class is provided by North Lanarkshire Council and is registered to provide a care service to a maximum of 50 children aged from three years to those not yet attending primary school.

During the operating times the service will have exclusive use of the nursery play rooms and designated outdoor play area. The nursery will also have occasional use of the school gymnasium and nurture room.

At the time of the inspection 48 children were registered to use the service. The service operated between 08:00 and 18:00, Monday to Friday all year round. Majority of the children attended between 08:45 and 14:45, Monday to Friday term time.

## About the inspection

This was an unannounced inspection which took place between the 20 and 22 January 2026 between 08:20 and 17:00. The inspection was carried out by one inspector 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 three families and nine staff using a survey
- spoke with the staff and management present during the inspection
- spoke with four of the children's family members
- 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, improvements were identified relating to core assurances. We have reported where improvement is necessary within the leadership and children are supported to achieve sections of the report.

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 safe, secure and happy playing with their friends.
- Staff worked in partnership with parents and other agencies to meet the needs of the children.
- Leaders should be well informed and ensure best practice guidance is followed.
- Staff monitored how children used the play spaces and resources to ensure they experienced high quality play and learning.
- Having a planning process that enables staff to plan how best to support children's needs should further enhance children's experiences.
- Play spaces could be further enhanced to offer children more choice, independence and access to materials.

**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	3 - Satisfactory / Adequate
Children play and learn	3 - Satisfactory / Adequate
Children are supported to achieve	4 - Good

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

## Leadership 3 - Satisfactory / Adequate

We evaluated this quality indicator as satisfactory/adequate where strengths just outweighed the weaknesses.

The settings aims included to ensure children feel safe, secure and nurtured within the setting and that staff worked in partnership with parents. To sustain a shared vision, we discussed plans to review the aims, following the recent review of the primary school vision. Including the staff, children and families in the review should further enhance the continued partnership and commitment from all, to provide the best outcomes for children.

Leaders were working hard to create conditions where staff should feel confident, to initiate change and recognise a shared responsibility to achieve the settings goals. Opportunities to sustain positive changes and to drive forward improvements were being hindered due to different opinions within the setting. Embedding effective communications and strong teamwork could ensure a shared view of the settings vision, values and aims.

Changes within the management and leadership had impacted on the settings improvement journey. They were at the early stages of making the planned changes outlined in the improvement plan. Having agreed shared goals should help the setting to achieve the positive changes to further improve the outcomes for children.

Leaders within the setting were not fully aware of aspects of best practice guidance. This included the management of medication best practice guidance and when they should inform the Care Inspectorate of significant events within the setting. This resulted in not all best practice procedures being followed. We identified areas where improvement was needed. The Leaders agreed to take action to address these. However, we have made areas for improvement to support the service ensure these are followed (see area for improvement one and two).

Daily checks ensured appropriate safety measures were in place and equipment was working. However, we found the ventilation fan in the nappy changing area was not working. Leaders informed the provider to have this addressed. We discussed children's outdoor clothes being stored in the entrance to the children's toilets and the suitability of the changing unit. The provider agreed to review these areas and take action to address these.

The setting had made significant improvements to the play spaces, including children's access to resources and shared the positive impact this had for example, on children's opportunities in the block play area. They closely monitored how children used the play spaces and resources to ensure children experienced high quality play and learning.

Most staff had worked in the setting for several years with a few joining since the last inspection in 2024. Mentoring roles have been introduced to support staffs' professional journeys. Professional development reviews were at the early stages of supporting staff's needs. The setting had been working on staffs' roles and responsibilities. The settings goal is to ensure they have the right staff with the right skills and knowledge to undertake tasks they are responsible for, to effectively support the wider team.

Staff were deployed well within the setting. To further enhance children's play and learning experiences

they could consider the placement of staff for example, increasing timeframes staff were based in designated areas within the playrooms. Considering which staff were positioned in areas could further support the enhancement of children's experiences.

### Areas for improvement

1. To support children's wellbeing the providers should ensure the service management of medication policy and procedure follows best practice guidance.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS), which state that as a child, any treatment or intervention that I experience is safe and effective (HCSC 1.24).

2. To support a well manage service, the provider should ensure they inform the Care Inspectorate of significant events that happen within the setting. This information can be found in the Care Inspectorate Early learning and childcare services: Guidance on records you must keep and notifications you must make

This is to ensure the quality of the service is consistent with the Health and Social Care Standards, which state that as a child, I experience high quality care and support because people have the necessary information and resources (HCSC 4.27).

## Children play and learn 3 - Satisfactory / Adequate

We evaluated this quality indicator as satisfactory/adequate where strengths just outweighed the weaknesses.

Staff had positive and caring interactions with the children. They had formed close bonds and children were confident approaching staff for help or to share their successes. Children were comfortable in the setting, familiar with daily routines and they moved freely between areas.

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.

Displays around the playrooms where mostly above children's eye level. Displays planned to engage children and inspire their learning should be in an area where children can see these. They could consider more creative ways to use materials to inspire children's thinking.

Management were working on developing the planning processes use to enable staff to meet children's needs. Leaders were monitoring the impact and supporting staff to implement these. Floor books were one of the tools being used, these were at the very early stages of being used to aid the planning process. The staff gave us mixed views on how well the current systems were working. Further work is needed to ensure the planning process enables staff to provide high quality play and learning.

Observations of children's play were irregular and did not clearly link to children's interests and development needs. There was limited evidence on how these had been used to assess children's progress and achievements. Further development is needed to promote better consistency in the day to day play and learning experiences being offered. They should consider implementing more opportunities for children to direct they own learning.

Outdoors provided physical challenges, risky play and promoted learning about keeping safe for example, when learning to ride a bike. The block play area was very popular and being used well by children. We could see children in this area leading their own play and challenging their thinking. Staff in this area were skilled at supporting children's needs. Areas such as the water play area could be enhanced to offer more free choice, independence and access to materials. This could enhanced children's natural curiosity to be inspired and extend their own thinking.

When monitoring and supporting staff implement the planning system the leaders need to provide meaningful support to ensure consistency in the delivery of high-quality play and learning offered.

## 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. Being kind to others, showing care and making others feel welcome was embedded and underpinned by the settings values. These values enabled staff to create a setting where children received warm, and responsive care and support. As a result, children felt safe and secure within the setting.

Families were welcomed into the setting each day. We observed parents and staff having informal and meaningful discussions at this time. This helped them build positive, respectful relationships. Staff recognised the importance of planning supportive transitions to meet children's individual needs.

Wellbeing Wednesdays had been introduced to have a focus on children's wellbeing. Parents had been encouraged to get involved with these, creating a positive environment for the families. Staff shared that these had a positive impact on supporting children to recognise emotions and express their feelings.

Well-considered processes were embedded, which supported children when they started at the service or when they moved on to primary school. Staff worked hard to create a space where children's wellbeing needs were being met, resulting in the children having a sense of belonging.

Children chose from nutritious foods, and menus considered children's cultural and dietary needs. Lunchtimes were a sociable time of day for staff and children to sit together and talk about their experiences. Children told us they liked the foods on offer. We discussed some areas where improvements could be made. Snack time could promote more opportunities for children to learn life skills and lunch could be further enhance by reducing the noise levels.

Staff knew the children and families in their care. Parents had been involved in agreeing children's personal plans and they told us they liked seeing the children's folders. Staff were aware of the children's needs and linked with families and other professionals for guidance when needed. This ensured they understood and planned how to meet children's wellbeing needs.

The paperwork was in place to gather the required information about children. However, the personal plans did not clearly show how the children's needs had been identified or how the setting planned to support these. There were inconsistencies in the quality of targets being set and strategies being agreed. Gaps in the record keeping led to missed updates on children's progress. Targets being set should be based on the information the setting holds on the children and how they can best support their needs.

A new format of learning stories had been introduced to replace staff observation notes. These provided a snapshot of a child's experience participating in an activity. Considering evaluating a wider range of experiences could further enhance the use of learning stories to record children's play, learning and development. Adding next steps to support children's development could provide more challenge and extend children's thinking.

The personal planning system used could be enhanced by focusing more on children's play, learning and development needs. We have made an area for improvement (see area for improvement one).

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.

### Areas for improvement

1. To support children's wellbeing, learning and development the provider should ensure each child has a personal plan. These should include, but not be limited to;

- identifying children's health and wellbeing needs
- how the setting plans to support children's needs
- be created in consultation with parents, staff and other professionals.

This is to ensure that care and support is consistent with the Health and Social Care Standards which state "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) and "my care and support meets my needs and is right for me" (HSCS 1.19).

## What the service has done to meet any requirements we made at or since the last inspection

### Requirements

#### Requirement 1

By 26 July 2024, the provider must ensure that children are safe and protected from harm. To do this, the provider must, at a minimum:

- a) ensure that children's chronologies contain clear details of child protection concerns and action taken to safeguard children.
- b) audit and respond to accidents and incidents occurring in the setting.

This is to comply with Regulation (4) (1a) of 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: 'I am protected from harm, neglect, abuse, bullying and exploitation by people who have a clear understanding of their responsibilities' (HSCS 3.20).

**This requirement was made on 20 June 2024.**

### Action taken on previous requirement

The records reviewed contained communications and actions taken within the setting to ensure children were kept safe, free from harm and protected. Record keeping had improved since the last inspection in 2024. Regular recording of communications with agencies and families were now recorded.

Audit of accidents and incidents were in place and the leaders were monitoring these to identify common occurrences. If identified, changes to practice or facilities were put in place to reduce likelihood of accidents happening in the future. If the audit highlighted the need to support an identified child, appropriate actions had taken place.

**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 ensure that children experience high quality play and learning, the manager and provider should ensure that staff access training and apply it in practice.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: 'I am supported to achieve my potential in education and employment if this is right for me' (HSCS 1.27) and '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 20 June 2024.**

#### Action taken since then

We had been informed there was some staff training, however, more recently staff reviews had been completed, resulting in staff training needs being agreed. Staff told us about attending online modules and some in-house training they had completed.

New staff have brought learning from other settings into the service and shared with staffing which had positive impacts on the outcomes for children. Mentoring roles have been started to further support new staff settle in.

Now these systems were in place. Each staff member should have a development plan in place, which includes a method of evaluating the impact of training and development opportunities on the setting. This

could also be linked to the settings improvement journey priorities, staff roles and responsibilities, further improving the outcomes for children.

**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](http://www.careinspectorate.com).

## Detailed evaluations

Leadership	3 - Satisfactory / Adequate
Leadership and management of staff and resources	3 - Satisfactory / Adequate
Children play and learn	3 - Satisfactory / Adequate
Playing, learning and developing	3 - Satisfactory / Adequate
Children are supported to achieve	4 - Good
Nurturing care and support	4 - Good

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