

Orchard Primary School Nursery Class Day Care of Children

Castlehill Road
Wishaw
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Telephone: 01698 274 984

Type of inspection:
Unannounced

Completed on:
28 January 2026

Service provided by:
North Lanarkshire Council

Service provider number:
SP2003000237

Service no:
CS2003015406

About the service

Orchard Primary School Nursery Class is registered to provide care for a maximum of 32 children not yet attending primary school. At the time of inspection 31 children were registered with the service.

Care is provided from one playroom within the primary school, which is located within a residential area in Wishaw, North Lanarkshire. The service is situated close to transport links and other amenities. Children are cared for in a bright playroom with direct access to a large garden.

About the inspection

This was an unannounced inspection which took place on 27 and 28 January 2026 between 09:15 and 16:00. 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.

In making our evaluations of the service we:

- spoke with children using the service
- reviewed electronic feedback from five parents
- spoke with staff and management
- assessed core assurances, including the physical environment
- 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, improvements were identified relating to core assurances. We have reported where improvement is necessary within leadership.

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.

This information will be anonymised and analysed to help inform our future work with services.

Key messages

- Quality assurance processes and self evaluation were at an early stage and should be developed and embedded into practice to ensure they are meaningful and effective.
- Staffing model should be reviewed to help ensure they support children's needs and play preference.
- Children's health and wellbeing was enhanced through daily access to outdoor play.
- The service should continue to develop play spaces to promote children's curiosity, creativity and interests.
- Staff knew children well and were developing warm, caring relationships with them to support their wellbeing and help them feel valued.
- New children were supported with a flexible settling in period, supporting them to feel safe and secure.
- Personal plans should be developed to ensure they record current information to support children's 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	3 - Satisfactory / Adequate
Children play and learn	3 - Satisfactory / Adequate
Children are supported to achieve	3 - Satisfactory / Adequate

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

Leadership 3 - Satisfactory / Adequate

Quality Indicator: Leadership and management of staff and resources

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

There had been recent changes to the staff and management within the service. Staff and management were in the early stages of forming connections and developing their practice to meet the needs of the children and families. The manager had plans to review the service's vision and values in consultation with families. This would provide opportunities for staff, families and children to share their views.

Leaders had a clear vision for the service and knew where improvements were needed to enhance outcomes for children. A detailed improvement plan identified key areas the service wished to improve. This included, developing personal plans and approaches to planning. However, most of the planned improvements were in the very early stages and had not yet been implemented in practice. Staff absences and changes to staffing meant that the management team had not yet had time to complete identified actions.

A quality assurance calendar to support continuous improvement was in place. However, the processes were not yet regular or robust to ensure procedures were consistently followed to promote sustained improvements. Whilst some audit tools had supported staff to develop key areas of practice, such as mealtimes. We discussed where more robust monitoring systems, including self evaluation, needed to be firmly embedded to support continuous improvement. This should include monitoring and auditing of personal plans, children's observations and environment reviews. (See Area for Improvement 1).

Whilst the staffing to child ratios met the minimum requirement. We found there were times when additional staff would have supported children's needs. For example, responding to children's emotional needs and supporting play experiences. At times staff were task orientated and as a result this impacted on the quality of children's experiences and interactions. We recognised that some efforts were made to deploy additional staff to support children at busier times. However, we discussed with management on ensuring a consistent approach to staffing was in place. This would help ensure there was limited impact to children's day-to-day experiences. Whilst also ensuring that people caring for children were familiar with their individual needs and preferences. (See Area of Improvement 2).

Parent questionnaires and staff meetings created opportunities to contribute to the development of the service. One parent told us "the nursery are always happy to hear any child/parent suggestions on what they would like or how to improve." Staff told us they used practice notes to support them in their practice. We discussed developing further opportunities for staff to reflect together. A shared approach would contribute towards improved and sustained positive outcomes for children.

Staff had been safely recruited and were suitable registered with the Scottish Social Services Council, the professional body overseeing registration of childcare staff. Newly appointed staff told us they had been warmly welcomed by the staff and management team. However, no formal induction had taken place due to staffing issues. We discussed where the service could develop their induction process using the 'National Induction Resource' to support reflections and monitoring of practice during the initial stages of staff's employment.

Areas for improvement

1. To ensure the quality of children's experiences are improved, the provider should implement robust quality assurance processes covering key areas of practice. This should include, but not be limited to, practice that supports children's care, play and learning.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS), which state; 'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes.' (HSCS 4.19).

2. To ensure the quality of children's experiences are improved, the provider should ensure the levels of staffing meets the needs of all children. This should include, but is not limited to, ensuring children receive care from staff that are familiar with their needs.

This is to ensure care and support is consistent with Health and Social Care Standards which state; 'My needs are met by the right number of people.' (HSCS 3.15) and 'I experience stability in my care and support from people who know my needs, choices and wishes, even if there are changes in the service or organisation.' (HSCS 4.15).

Children play and learn 3 - Satisfactory / Adequate

Quality indicator: Playing, learning and developing

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

Most children were engaged in their play and having fun. Children told us "I like playing with the train set" and "its fun when we play in the water." Life skills and independence were promoted, as staff encouraged children to try for themselves. For example, when getting dressed for outside play. Staff praised and celebrated children's achievements, this helped to support children's wellbeing and self-esteem. Children told us "we get our waterproofs on over here, watch me do it all on my own" and "I love playing in the garden."

The pace of the day had recently been reviewed. A rolling snack, lunch and free-flow approach to play meant children's play was not unnecessarily interrupted and they could make play choices according to their own ideas, promoting child led play.

The service had recently made some changes to the playroom. Careful consideration had been given to the layout of room to offer spaces for children to make choices, support their interest and develop their ideas. Most children were engaged in play and were progressing well in their overall development. We discussed where some areas would benefit from further toys and materials to support and enhance children's play. This could include adding more resources in the home area, book area and further open-ended and natural resources to promote children's creativity and imagination. (See Area for Improvement 1).

Staff understood the importance of outdoor play, which children could access daily through a free-flow approach. Outdoors benefited from natural materials that supported their curiosity, creativity and imagination. Children were engaged in their play, supported by staff who were attuned to their needs. This meant children were able to develop their play ideas. In addition they were able to balance, climb and take part in risky play.

For example, children had created an assault course using blocks, tyres and beams, as they re-enacted the story 'we're going on a bear hunt.' This helped build children's confidence and self-esteem.

Opportunities to support children's language, numeracy and thinking skills was supported by some effective questioning and commenting by some staff. Children enjoyed listening to stories, where staff encouraged children to predict what might happen next. However, there were some missed opportunities to extend children's play. Management should continue to support staff to develop their skills, confidence and knowledge in supporting and extending children's play. (See Area for Improvement 2)

Observations of children's play were minimal. Learning journals for children had limited information within them. This meant children's success and achievements were not being shared and celebrated with parents. The service had identified this and had introduced new approaches to planning. These were at the early stages of development. We agreed this would support staff in delivering planning approaches that were responsive to the developmental needs and interest of children.

Areas for improvement

1.

To support children's play and learning, the provider should ensure the environment is supportive of children's play choices. This should include, but is not limited to, developing toys and materials to stimulate children's curiosity, creativity and imagination.

This is to ensure care, play and learning is consistent with the Health and Social Care Standards (HSCS) which states that: 'As a child, I can direct my own play and activities in the way that I choose, and freely access a wide range of experiences and resources suitable to my age and stage, which stimulate my natural curiosity, learning and creativity.' (HSCS 2.27).

2.

To support staff to develop their skills, knowledge and understanding of children's play, learning and development, the provider should arrange for staff to undertake related professional development activities. Staff should then reflect on their learning and embed it in their practice.

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

Children are supported to achieve **3 - Satisfactory / Adequate**

Quality indicator: Nurturing care and support

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

Overall, children experienced warm, nurturing care that promoted their wellbeing. Staff joined in with play experiences, helping children have fun at nursery. For example, children enjoyed giggling with staff as they joined in with action songs. Comfort, cuddles and reassurance were provided for children.

This supported them to feel secure and valued. Parents told us staff were "welcoming and helpful" and "approachable and friendly."

Children's transitions had been thoughtfully considered to support them while they settled into the service. Most staff knew the care and support needs of individual children and were responsive to children physical and emotional needs. This helped children feel safe and valued. Some cosy spaces were available to provide children with opportunities to rest and relax, which supported their emotional development. We discussed further enhancing these to ensure children had regularly access and opportunities for these.

Children privacy and dignity was mostly respected. Staff were nurturing and caring in their approach. Personal care needs were delivered in a warm, kind and respectful manner. Staff respected children's choice when asking if they would like to get changed. The service had plans to develop changing facilities to ensure these supported children's privacy and dignity and we agreed with these.

The service had recently reviewed mealtime. Children benefitted from sociable and unhurried mealtimes. Opportunities for preparing snack and self-serving meals were available which supported children's independence and skills for life. Staff were knowledgeable about children's routines and dietary needs. They sat alongside children which promoted opportunities to socialise with peers and chat with staff supporting language development.

Personal plans helped gather relevant information to support meeting children's needs. However, some parents did not feel involved in their child's care and told us "I have no input and also no feedback from what my child is learning at nursery" and "there is no plan in place." We found gaps in some children's plans and identified where more information was needed to support their needs and wishes. For example, one plan had not been reviewed in over a year and others required more information about strategies to support children's needs. We discussed the importance of personal plans having accurate information to help ensure children experienced care that was right for them. (See Area for Improvement 1).

The staff and manager had considered their approaches to involving families. Parents felt communication was positive and they valued opportunities to participate in stay and play sessions and other events. The provision of a parents' area provided a comfortable and welcoming space for informal discussions and meetings. This was helping to strengthen connections and relationships. Parents told us "I always find the nursery staff are very accommodating at drop off or pick up for any questions I may have. It is also great to have stay and play sessions to be able to chat to them about my [child's] learning and progression.

Areas for improvement

1. To support children's wellbeing and development, the provider should develop personal plans. This should include, but is not limited to, ensuring they contain current and relevant information to meet the needs of children, and ensuring all plans are agreed, signed and reviewed with parents.

This is to ensure that care, play and learning is consistent with the Health and Social care Standards (HSCS) which states: "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 15)

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 the safety and wellbeing of children using the service, the provider should ensure that when a child protection concern is raised, the Care Inspectorate is notified. This should include, but is not limited to, ensuring their child protection policy and procedures are followed at all times. Building a competent picture of events by effectively recording all relevant information, sharing this with the appropriate agencies and ensuring all staff demonstrate a clear understanding of their responsibilities.

This is to ensure care and support is consistent with Health and Social Care Standard (HSCS) which state: 'I use a service and organisation that are well led and managed' (HSCS 4.23).

This area for improvement was made on 9 September 2025.

Action taken since then

A detailed child protection policy and child protection training had supported staff within their roles. Staff were aware of their roles and responsibilities and what to do in the event of having any concerns. Management were aware of their responsibility to submit relevant notifications to submit to the Care Inspectorate.

This Area for Improvement has been Met.

Previous area for improvement 2

To support children's health, safety and welfare, the provider should ensure information is recorded timeously and accurately when children are involved in incidents. This should include, but is not limited to, ensuring records accurately reflect what happened and provide sufficient information for decision making. Any ongoing support and next steps should be recorded and regularly reviewed, to ensure they are meaningful and up- to-date.

This is to ensure care and support is consistent with Health and Social Care Standard (HSCS) which state: '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 9 September 2025.

Action taken since then

The service had developed their approaches to record accidents and incidents within the service. This was included creating a notifiable incident folder, where staff recorded significant events that had occurred. All staff were aware of their responsibility to record information timeously and accurately. These were shared with parents and carers.

This Area of Improvement has been Met.

Previous area for improvement 3

To support children's safety, wellbeing and independent use of the toilets, the provider should ensure that the risk assessment identifies, evaluates and addresses all potential risks. This should include, but is not limited to, tailoring the risk assessment to include children using the service, effective monitoring by staff and reviewed as appropriate.

This is to ensure care and support is consistent with Health and Social Care Standard (HSCS) which state: '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 9 September 2025.

Action taken since then

Risk assessment had been created that were supporting the safety and wellbeing of children. Potential risks had been identified with appropriate measures in place. Children could independently access the toilets and staff had developed approaches to ensure staff regularly monitored this area.

This Area for Improvement has been Met.

Complaints

Please see Care Inspectorate website (www.careinspectorate.com) for details of complaints about the service which have been upheld.

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	3 - Satisfactory / Adequate
Nurturing care and support	3 - Satisfactory / Adequate

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