

New Stevenston Primary Nursery Class Day Care of Children

Coronation Road East
New Stevenston
Motherwell
ML1 4HX

Telephone: 01698 352 530

Type of inspection:
Unannounced

Completed on:
10 February 2026

Service provided by:
North Lanarkshire Council

Service provider number:
SP2003000237

Service no:
CS2003015400

About the service

New Stevenston Primary School Nursery Class is a service provided by North Lanarkshire Council. It is registered to provide a care service to a maximum of 60 children, aged from three years to those not yet attending primary school.

At the time of inspection, 57 children were registered with the service.

The service consists of an open plan playroom with direct access to an outdoor area and toilets. Children have access to areas within the school including the dining hall and gym.

The nursery is situated in a housing estate which is serviced by a regular bus route, and is close to local shops and amenities.

About the inspection

This was an unannounced inspection which took place on 9 and 10 February 2026. Feedback was given to the leadership team on 10 February 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
- spoke with staff and management
- spoke with three families face to face
- spoke with one visiting professional
- observed practice and daily life
- assessed core assurances, including the physical environment
- reviewed documents
- reviewed 10 responses from families who used or had used the service.

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 in relation 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

- Children experienced warm, caring relationships with staff, who knew them well and responded sensitively to their needs.
- Children enjoyed high quality play and learning, indoors and outdoors. They were curious, creative and engaged.
- The nursery environment was bright, calm and well organised, offering a wide range of inviting spaces that supported independence, comfort and exploration.
- Staff worked closely with children and families, and many parents praised staff for their kindness, communication and support.
- Personal plans were strong for some children, showing clear progress and children's voices. Others needed fuller information and timely reviews to ensure every child's needs were clearly understood and supported.
- Mealtimes were warm and sociable. Some routines needed refinement to better support all children's dignity, independence and comfort.
- Quality assurance systems were in place but did not always pick up gaps in recording, personal plans or medication, meaning some checks needed strengthened.
- Leaders created a positive culture for children, families and staff, with clear improvements made to the environment, resources and learning experiences.

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	5 - Very Good
Children play and learn	5 - Very 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.

Staff worked well together and created a welcoming, friendly atmosphere for families. Parents described staff as caring, approachable and supportive. Staff told us they felt trusted and listened to by leaders. Staff were knowledgeable about children's needs and were familiar with safeguarding processes and national guidance. Leaders promoted shared values and families told us they felt respected and included. This meant that children benefited from a calm, positive nursery culture where adults worked together to support their wellbeing.

The nursery had several processes in place to check how well things were working, including observing play, reviewing planning and gathering feedback from families. Staff took part in regular training, such as child protection and curriculum training, which they said improved their confidence and skills. However, some key checks did not pick up issues such as accident records not being completed on time or gaps in medication documentation. Stronger checks will help ensure their safety and wellbeing were consistently protected. At the last inspection, we made an area for improvement in relation to quality assurance and self evaluation approaches. Whilst we acknowledged there had been improvements, further measures were needed, to ensure robust monitoring processes were embedded. Therefore, we have continued this area for improvement at this inspection. More information can be found at the back of this report.

The service had made good progress with improvement work. This included playroom layout, adding new resources and strengthening outdoor learning. Staff could explain the changes made and how children and families influenced these. Parents shared positive feedback about communication and activities on offer. Future plans included improving personal plans, strengthening routines and giving children more say in decisions. As a result, children benefited from a setting that continued to improve and respond to their interests, helping them enjoy richer experiences.

Staff were safely recruited and appropriately registered. This meant that children were cared for by safely recruited staff. New staff received support and mentoring when they started and the team described leaders as approachable and supportive. The service did not consistently record induction and mentoring, which made it harder to evidence the support provided. Better record keeping would help sustain consistent support for staff and children.

Children thrive and develop in quality spaces 5 - Very Good**Quality indicator: Children experience high quality spaces**

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 played in a bright, well set out environment that felt calm and inviting. Spaces such as the cosy corner, story area, role play areas and construction zones helped children choose where they wanted to play and gave them comfort and independence. This meant that children felt confident, settled and able to make choices that supported their learning.

We discussed the importance of children's personal hygiene habits after lunch. For example washing hands and face, supporting healthy outcomes for children. In addition, we suggested appropriate storage of nappies, to ensure the quality of spaces remained safe, hygienic and aligned with best practice guidance.

Safety was well managed, with staff completing head counts, supervising where children were playing and using simple messages to help them learn about safe choices. Parents said they felt their children were kept safe and secure. As a result of these safety measures, children were protected by clear routines that helped them feel safe and aware of their surroundings. This meant that children built creativity, confidence and motor skills through rich sensory experiences.

Children explored messy and sensory play through painting, water play, mark making and natural materials. They experimented with colours, textures and movement both indoors and outdoors, creating their own ideas and working together as they mixed materials, solved problems and expressed themselves creatively.

The nursery offered real life, natural experiences such as forest walks, outdoor exploration and visits from people in the community. Children explored natural materials, collected leaves, built dens and took part in events linked to their interests. This meant that children connected with nature and their community, helping them learn about the world in meaningful ways.

Children play and learn 5 - Very Good

Quality indicator: Playing, learning and developing

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 had access to a wide range of well presented resources, that supported curiosity, imagination and problem solving. Indoors, they explored construction materials such as magnetic blocks, created artwork using paints and pens and engaged in imaginative play in the role play areas. Children confidently explained their ideas, for example, one child described building a "football rocket" using magnetic shapes. Others worked together to compare heights of their constructions. Staff responded thoughtfully to these moments, listening to children's ideas and extending conversations to help them think more deeply about what they were doing.

Outdoors, children experimented with tyres, ramps and water, creating obstacle courses and exploring how objects moved. These varied resources encouraged children to lead their own learning, revisit ideas and play independently or with friends. Children gained confidence, independence and enjoyment as they explored a rich variety of meaningful play experiences.

Planning approaches were closely linked to children's interests and ideas. Staff used observations, conversations and floorbooks to capture learning and decide what to offer next. They paid attention to children's comments, body language and actions to understand what they were curious about. For example,

after a group of children showed interest in dinosaurs and winter weather, staff looked at books and explored related activities with them. Children's committee discussions also supported planning, with children helping shape what happened in the playroom. Staff adapted toys and activities to suit children's levels of understanding, providing more challenge for some while supporting others who needed extra encouragement or reassurance. As a result, children experienced learning that felt personal, meaningful and connected to their own interests, helping them stay motivated and engaged.

Opportunities for early literacy and numeracy were naturally woven into children's play. Children looked at books independently and with adults, shared stories and used mark making tools in a variety of ways. Staff encouraged early writing through meaningful experiences, such as drawing maps, adding labels to pictures and exploring story sequences in floorbooks. Numeracy skills were developed through construction play, comparing heights and shapes, and counting during routines such as lining up for lunchtime. Outdoors, children explored early science and maths concepts through water, ramps, movement and balance, with staff encouraging them to predict, test and compare. This helped to build strong early language, numeracy and problem solving skills through everyday play and conversation.

Children were highly engaged across the day, demonstrating focus, cooperation and creativity. Some preferred to play independently, while others confidently collaborated with peers or invited adults into their play. Staff interactions were warm, well timed and respectful. Adults encouraged children to explore solutions, supported turn taking and helped children regulate their emotions when they needed reassurance or a gentle reminder. This created a calm, enabling atmosphere, where children felt safe to take risks in their learning and try new things. This meant that children developed resilience, social skills and self belief through sustained, enjoyable play supported by skilled and responsive adults.

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 were cared for by warm, gentle staff who showed genuine interest in their wellbeing. Throughout the inspection, children approached adults confidently and staff responded calmly and kindly. Parents valued daily contact and a friendly atmosphere, particularly praising the sensitive support provided to children with additional support needs. Staff used strategies such as getting down to children's level, offering quiet reassurance, and celebrating their achievements. This created an emotionally safe environment where children felt noticed, valued and secure, helping them develop confidence and positive relationships.

Some children benefited from personal plans that were detailed, showing clear progress and capturing children's voices through floorbooks and conversations. This helped staff tailor daily support to individual interests and needs. However, this was not consistent across the nursery. Some plans needed fuller information about routines, calming strategies, comfort items and support needs, with some next steps remaining too broad or unclear. Several plans had not been reviewed on time or signed off with parents, and some families had not yet met staff this session to discuss progress. Making all personal plans detailed, specific and regularly reviewed with families would help every staff member understand what matters to each child and how best to support them.

(See area for improvement 1).

Mealtime experiences were warm and sociable, with staff engaging children in natural conversations and encouraging independence, by allowing them to pour their own drinks and serve dessert. Staff noticed when children needed extra support, for example, allowing a child to return to the playroom early when sitting for too long may have caused distress. While interactions were positive, several aspects of mealtime routines needed strengthening. Children did not have appropriate seating to support safe eating, such as feet to floor or suitable back support. The kitchen staff plated main meals, which limited children's choice and independence. This meant children generally enjoyed relaxed, positive interactions at mealtimes. Small adjustments to routines would further support every child's dignity, independence and safety.

Parents were welcomed into the nursery and spoke positively about the relationships they had with staff. Many appreciated daily conversations, supportive key workers and the friendly, inclusive atmosphere. Parents of children with additional support needs felt particularly well supported and reassured by the team. Some parents expressed a desire for more regular updates about children's learning, more opportunities to view photographs and more stay and play sessions. Staff recognised these suggestions and had begun discussing ways to extend family involvement. As a result, children benefitted from partnerships between home and nursery, helping ensure their needs were understood, shared and responded to.

Areas for improvement

1.

To ensure children consistently receive well-informed, individualised care and learning, the provider should improve the quality and consistency of personal plans so they clearly set out each child's needs, routines, strategies and next steps. These should be reviewed with parents/carers within expected timescales.

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

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 wellbeing, learning and development, the provider should ensure the children have access to a well resourced environment.

This should include, but not be limited to:

- providing more toys and materials that meet children's needs and interests.

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

'As a child, I have fun as I develop my skills in understanding, thinking, investigating and problem solving, including through imaginative play and story telling' (HSCS 1.30).

This area for improvement was made on 22 January 2025.

Action taken since then

Since the last inspection, the service has made clear and sustained improvements to the quality and variety of resources available to children. Indoors, staff have reorganised learning areas and introduced a wide range of open-ended, natural and creative materials.

Defined spaces for role play, construction, storytelling, mark-making and sensory experiences now give children greater opportunities to explore and experiment. These improvements were evident in the way children moved confidently around the playroom, made independent choices and engaged in purposeful, sustained play.

The outdoor environment has also been significantly enhanced. Children now benefit from a broader selection of loose parts, den-building materials, ramps, wheels and natural resources. These additions have strengthened children's opportunities for imaginative play, problem-solving and physical challenge. Inspectors observed children working together on large-scale constructions, creating obstacle courses and exploring movement and force in meaningful ways.

Staff have used environmental audits, observations and children's own ideas to refresh and adapt the learning environment. Resources now better reflect children's interests, and spaces are reviewed regularly to ensure they remain engaging and accessible.

Children's contributions through discussions and floorbooks have influenced how areas are set up and resourced, helping ensure the environment remains responsive and stimulating.

This area for improvement has been met.

Previous area for improvement 2

To support children's wellbeing, learning and development, the provider should develop and embed robust quality assurance and self-evaluation processes.

This should include, but is not limited to:

- auditing medication, ensuring records are clear, accurate and up to date
- reviewing accidents and incidents to identify patterns and adjust environment as

- appropriate
- undertaking observations of children's engagement and staff practice.

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).

This area for improvement was made on 22 January 2025.

Action taken since then

The service had taken steps to develop its quality assurance processes, and staff and leaders were increasingly using monitoring, reflection and discussion to support improvement.

To build on this progress, quality assurance now needs to become more consistent so that it reliably identifies and addresses gaps in core practice. Strengthening internal checks will help ensure important tasks, such as accident recording, medication documentation and reviewing personal plans are completed accurately and on time.

Recording induction and mentoring discussions more consistently will further support clear oversight. By continuing to refine these systems, the service will be better placed to maintain strong governance and ensure good practice is sustained across the nursery.

This area for improvement has not been met and remains in place.

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

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Leadership and management of staff and resources	4 - Good
Children thrive and develop in quality spaces	5 - Very Good
Children experience high quality spaces	5 - Very Good
Children play and learn	5 - Very Good
Playing, learning and developing	5 - Very Good
Children are supported to achieve	4 - Good
Nurturing care and support	4 - Good

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