

Abronhill Primary Nursery Class Day Care of Children

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Unannounced

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Service provided by:
North Lanarkshire Council

Service provider number:
SP2003000237

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CS2010254117

About the service

Abronhill Primary School Nursery Class is registered to provide a care service to a maximum of 50 children aged from three years to those not yet attending primary school. There were 24 children registered at the service at the time of the inspection.

The service is located in a residential area of Abronhill, North Lanarkshire and is situated close to shops, transport links and other amenities. Children are cared for across two spacious playrooms and have direct access to a secure outdoor play area. Children also have use of the school gym hall.

About the inspection

This was an unannounced which took place between 9 and 11 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 using the service
- received feedback from six of their family members
- spoke with five staff members 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 quality indicator 'Children experience high quality spaces'.

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 develop positive relationships with each other, children and families, which helped create a nurturing environment for children to play and learn.
- Leaders created relevant plans to support improvements within the service.
- Staff were at the early stages of using self-evaluation to help them reflect on practice and identify strengths and areas for improvement.
- Improvements were needed to infection prevention control and safety measures within setting to help promote children's wellbeing.
- Children experienced a relaxed pace of the day where they chose from a variety of play opportunities to meet their needs and interest.
- Mealtimes had been developed and were mostly a relaxing time for children. Staff should consider transitions to mealtimes to further improve this.
- New systems were in place for sharing learning with families. This should continue to be monitored for quality of observations and consistency for all children.
- Children experienced warm and caring interaction helping them to feel safe and secure.

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	3 - Satisfactory / Adequate
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

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.

Since the last inspection, there had been further changes within the staff team. Leaders had prioritised time for staff to get to know one another and develop positive working relationships. Staff told us this had strengthened relationships across the team, with families and children, contributing to a warm and nurturing environment. Staff also shared that the pace of the day was now more relaxed for children, supporting the service's vision of helping children to be the "best they can be." One parent told us "all staff are amazing. They are all very professional, very understanding and hold themselves to a high standard. My child has come leaps and bounds with the staff. If I have any worries or questions they are more than happy to help me and I never feel rushed."

The lead practitioner and principal teacher, alongside the manager, had remits and responsibilities for quality assurance. They supported staff to address areas identified for development. Staff had focused on improving mealtimes and enhancing the quality of toys and materials. This had enriched children's play opportunities and supported their wellbeing. Moving forward, leaders should continue to develop these roles to ensure quality assurance is robust. It would be beneficial to focus on the quality of learning journals and play spaces for children.

Weekly meetings provided opportunities for staff to discuss children's care needs and where they could make further improvement to the play experiences. As a result, children now had increased choices. We acknowledge that staff would benefit from additional time for planning and creating high quality play spaces, as this was challenging within current working patterns.

Some quality assurance systems had supported improvements. For example, the service had a meaningful action and improvement plan focused on improving play spaces, daily routines and opportunities for creativity. Whilst some areas were still in progress, this had already created positive experiences for children. However, more robust monitoring and auditing across the service would support sustained and continuous improvement. Leaders agreed and identified this as an area for improvement going forward.

Staff were motivated and enthusiastic about making changes to improve experiences for children. They had reflected on best practice guidance and visited other local services to support their professional learning. Staff would now benefit from further opportunities to reflect on and evaluate practice as a team. They were in the early stages of becoming familiar with the 'Quality improvement framework for early learning and childcare sectors.' Leaders agreed and told us this would be a priority going forward. This would support staff to recognise strengths, identify areas for improvement and build confidence in their practice.

A review of training needs and one-to-one discussions with managers supported staff to identify where further training would support their professional development. Staff had completed relevant training to support improvements in mealtime experiences, meeting children's health needs and supporting children's social communication and emotional regulation. Staff had also identified areas where they would like to further develop their skills, including, outdoor play and literacy approaches. The manager recognised the need for an overview of staff training to support tracking and evaluating the impact of training on outcomes

for children. We discussed how further opportunities for staff to reflect on training would continue to support them to develop their practice.

Children thrive and develop in quality spaces 3 - Satisfactory / Adequate

Quality indicator: Children experience high quality spaces.

We evaluated this key question as adequate, where strengths only just outweighed weaknesses.

Children enjoyed exploring both playrooms and had free flow access to an outdoor play area. Families were welcomed into the service and each child had space to store their personal belongings in the large cloakroom area. This supported parents to help children to change from outdoor clothing and eased their transition, which promoted their wellbeing. The addition of softer lighting and refreshed displays had helped to create a homelier feel.

Since the last inspection, staff had focused on developing one of the playrooms. They had worked hard to enhance the presentation of toys and materials to support creativity and engagement. As a result, there was more choice in the art and craft, construction and role-play areas. They acknowledged that they now needed to focus on improving the other playroom and outdoor space. We agreed that children would benefit from these spaces being further developed to support children's current interests and needs. Parents told us "the building itself of a bit old and needs some love but the resources and furnishings are safe and secure", "I think the garden needs some improvement but understand it's limited in space" and "I would like to improve their outdoor space however I know this is a challenge due to the fact the school may be closing to move to the new location in a few years."

To ensure that children receive care in an environment where they feel valued, improvements to the premises were needed. At the last inspection, we identified an area for improvement relating to maintenance. Whilst some issues had been addressed, we identified further areas at this inspection that need attention and have now been included in a new requirement. Some issues were linked to the age and condition of the building, while others required more enhanced cleaning to ensure a safe and hygienic environment. These included mould on windows and ledges, toilet areas needing a deep clean and repairs, such as a broken toilet flushing handles. Harder to reach areas also required greater attention. We discussed with the manager the need for stronger systems for monitoring, maintenance and repairs, including taking prompt action when needed and developing long-term plans to maintain suitable, safe premises (see requirement 1).

Some measures were in place to support children's safety. These included secure entry systems, good supervision and alarmed exit doors. In addition, there were well-developed procedures for the safe administration of medication and auditing accident and incidents. However, we identified the need for a review of the safe storage of hazardous materials such as cleaning fluids and washing powder, as the lock on cupboard doors were either broken or not being used. Staff should ensure these are kept locked to keep children safe.

Whilst children had free flow access to the outdoor area, staff identified where improvements were needed in this area. We found an area in the outdoor play space that contained discarded debris and play materials that could be a potential risk for children. We highlighted this to the manager who agreed to take appropriate action. Moving forward leaders and staff should work together to identify new or potential risks and take appropriate action when necessary to support children safety and wellbeing. (see requirement 1)

Requirements

1. By 1 April 2026, the provider must ensure children receive care in a clean, safe and well-maintained environment.

To do this, the provider must, at a minimum:

- a) ensure furnishings and fixtures are clean and well-maintained
- b) remove mould from windows and ledges
- c) ensure safe storage of hazardous materials
- d) tidy debris and unwanted materials from garden area
- e) ensure systems for monitoring, maintenance and repairs are robust.

This is to comply with Regulations 4(1)(a) and (d)(welfare of users) and 10(2)(b) and(d)(Fitness of premises) 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 state that: 'I experience and environment that is well looked after with clean, tidy and well-maintained premises, furnishings and equipment' (HSCS 5.24)

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.

Staff valued the importance of play in supporting children's progress and development. They had worked hard on developing some play spaces and reviewed daily routines to reduce the time spent on adult-led experiences. This helped create opportunities for children to lead their own play, promoting choice, creativity and imaginary play. Children had fun dressing up and creating pictures and paintings. One parent told us "there is so much for the children to do at the nursery. From crafts and colouring to outdoor play, reading corners to dress up, figures and toys to water play."

Staff had increased the range of play materials and resources, with a focus on more natural and open-ended materials that can be taken apart and used in different ways. For example, children used small wooden discs and corks for pretend food which supported their imagination. One child told us they were having "pancakes and nuts" for snack. As a result, children were mostly engaged in play throughout the day. We discussed where further consideration could be given reviewing lunch routines to sustain this level of engagement.

Children were able to choose between indoor and outdoor play, which supported their wellbeing. They enjoyed exploring water and bubbles and creating a pretend 'car wash' as they washed the bikes. Staff mostly supported children to extend their learning by using appropriate questions and commenting on their actions. Some staff provided helpful explanations and instructions to support children's understanding. Staff should continue to be supported to develop their knowledge and skills in relation to children's learning and development.

Recent staff training had begun to strengthen staff skills in using observation. For example, staff responded

to children's interest in mixing colours with water and making a pretend bus with chairs. Children told us they were going to the 'zoo' and 'soft play.' Staff had recently introduced new systems to share learning with families through online platforms. They were in the early stages of developing their approach to capturing children's learning through high-quality observations. We agreed that this would support staff to track children's learning and progress more effectively. Staff could consider widening their approach to recording responsive planning, with a focus on creating meaningful next steps that promote depth and exciting play opportunities. One parent told us "I would like more photos to be shared with us online but I believe this will happen as we are moving to learning journals and I look forward to that."

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 happy, settled and confident within the environment. Staff used kind and nurturing approaches, which contributed positively to their overall wellbeing. There were plentiful opportunities for cuddles, reading stories together and children confidently approached staff if they required help. This helped children feel safe and secure. Parents told us "the staff are so welcoming to me and my daughter and go above and beyond when needed" and "my child is valued and respected and loves attending."

Mealtimes had been reviewed and staff had developed their 'loving lunch' approach. Children were offered lunch in the dedicated lunch area and could choose between two sittings, selecting their preferred time when they arrived in the morning. Mealtimes were a mostly relaxed experience, with staff sitting alongside children to provide support and supervision. We discussed where there was scope to encourage more independence through self-serving of meals. They could also review staff movements to support smoother transitions, with less interruptions to children's play at mealtimes.

Personal plans had been reviewed and developed. The service used a "what matters to me" approach to capture the individuality of each child and their families. Plans had recently been created in partnerships with parents, enabling staff to gather relevant information about children's needs, preferences and interest. Staff had identified areas where children would benefit from further support, in agreement with parents. We discussed where some strategies could be further developed to reflect children's interest and how this would be implemented in practice.

Staff were responsive to children's personal care needs. For example, staff sensitively supported children to clean their noses and face clothes were available after lunch to help ensure their comfort. When children required a change of clothing they were supported whilst being encouraged to develop their independence. We discussed where consideration could be given to the positioning and height of the changing unit to ensure children's privacy and dignity.

Families had opportunities to discuss their child's care and development. They valued the opportunity for informal and formal discussions with key workers about their child's progress. Staff took time to get to know new children and families, which helped build trusting relationships. New children settled well within the environment and staff supported them with routines. In addition, staff had strengthened their approach to transitions to school and families had been invited into the wider school environment to learn about the approaches to play. This helped support children's wellbeing. Parents told us "parents evening was a great

opportunity to discuss [their] development" and "I am regularly updated about my [child's] progression and if I have any concerns the staff talk to me about it."

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 damaged flooring and improving the quality of furnishings, fixtures, toys and materials.

This is to ensure that care and support is consistent with the Health and Social Care Standard's (HSCS) That 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 2 February 2024.

Action taken since then

Steps had been taken to address some of the repairs and improve the quality of the facilities identified at the last inspection. For example, repairs to flooring, cable trunking and improving the quality of toys and materials. Whilst this helped improve children's play opportunities, we identified further concerns at this inspection regarding the overall quality of the facilities that required attention. This included the need for more robust cleaning within toilet areas, window ledges and harder-to-reach places to support effective infection prevention. In addition, we found many broken and discarded materials in the garden area that required removal and a review was needed for the storage of hazardous materials.

Therefore, this area for improvement is no longer in place and has been incorporated into a new requirement under quality indicator: Children experience high quality spaces.

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	3 - Satisfactory / Adequate
Children experience high quality spaces	3 - Satisfactory / Adequate
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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