

# Robert Owen Memorial Nursery Class Day Care of Children

Smyllum Road  
Lanark  
ML11 7BZ

Telephone: 01555 662 486

**Type of inspection:**  
Unannounced

**Completed on:**  
10 February 2026

**Service provided by:**  
South Lanarkshire Council

**Service provider number:**  
SP2003003481

**Service no:**  
CS2003016830

## About the service

Robert Owen Memorial nursery class is registered to provide care to a maximum of 50 children aged from three to those not yet attending primary school. The service is located in a residential area of Lanark, South Lanarkshire. At the time of the inspection, 28 children were registered overall.

The nursery resides in a standalone building within the school grounds. Children were cared for in a dedicated playroom with access to toilets and direct access to an enclosed garden. They could also access a secure cloakroom area where there was a cosy space available for children to access. The service is close to local shops, schools and parks.

## About the inspection

This was an unannounced inspection which took place on 9 and 10 February 2026 between 09:30 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.

In making our evaluations of the service we:

- spoke with children using the service
- received survey feedback from five families
- spoke with staff and management
- assessed core assurances, including the physical environment
- observed practice and daily life
- reviewed documents
- spoke with 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.

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**

- Following a recent change in management, leaders and staff were working together to support each other in caring for children. This contributed to a welcoming ethos for children.
- A whole school improvement plan in place highlighted the priorities needing improved. Whilst the nursery featured in this at points, we discussed ensuring they were included in more areas, helping to support continuous improvement.
- Leaders and staff had started to use best practice guidance to support self evaluation and reflected on practice, helping to support good outcomes for children.
- Children could choose where to play within the setting, supporting their playing, learning and development.
- Planning systems had recently changed and staff were becoming familiar with these. We suggested reviewing these to ensure children could fully lead their own learning.
- Outdoor experiences supported children's wellbeing and physical movement.
- We discussed where some play areas could be further developed to enhance children's learning and creativity.
- Children experienced interactions that were kind and supportive, helping them to feel safe and secure.
- Mealtimes provided opportunities for children to develop independence skills, such as choosing and serving their own meal. We suggested where these could be further enhanced to promote a more sociable and enjoyable experience.

**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 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.

Leaders and staff worked together to promote a welcoming and supportive ethos for children. Recent changes to the management structure had taken place and all were working together to support each other in their role of getting it right for every child. The vision values and aims reflected a whole school approach and had been developed in consultation with families and staff, helping them to feel included.

An improvement plan in place highlighted the key priorities and the strategies identified to support improvement. This included developing opportunities to support children's numeracy development and increase parental engagement. Whilst the nursery featured within this in areas, it could be beneficial for the nursery to be included more within the improvement plan, helping to create a sense of belonging and support continuous improvement. Self evaluation processes were in the early stages. However, leaders and staff had come together to start reviewing 'A quality improvement framework for the early learning and childcare sectors' and reflected on practice, helping to identify any areas for improvement. We agreed continuing with this would help to support all in caring for children.

Accident and incident forms were in place and these were completed in line with best practice. Such as, information shared with parents and containing relevant information. We discussed reviewing the audits for these to ensure these were completed more regularly to help identify any patterns or actions needed. This would continue to contribute to a safe environment for children.

Staff had participated in different training opportunities and records of these were kept. This included reflecting on the skills needed to work with young children and developing a further understanding of how to support numeracy development. Through staff appraisals, staff had also identified areas they would like to further develop, for example, developing a deeper understanding of additional support needs and actions were agreed to support these goals. To further enhance professional learning, we suggested staff reflect on training and record the impact of learning on their practice. This could help ensure children experience high quality experiences and care.

## 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 had fun during their play and explored different toys and materials to support their interests. For example, playdough, blocks, drawing, stories and sensory items. They moved confidently throughout the setting, accessing spaces that reflected their choices and wishes. Parents commented there is "plenty of stuff for my [child] to play with to help [them] with [their] education."

Planning systems in place had recently been changed and this helped staff to organise and plan experiences to help support children's development. They used national frameworks, such as, the 'Curriculum for Excellence' to help influence these and reviewed learning trackers to identify where gaps may be. We discussed with the service on reviewing planning approaches to ensure these included a more responsive approach that supported children to lead their own learning. This could contribute to supporting children's engagement and influence their next steps.

Staff engaged with children down at their level, chatting and sharing ideas. This helped children feel valued and heard. Some areas of the environment could be further developed to ensure areas provided opportunities to extend children's learning and creativity. Such as, the role play area and construction area. We discussed with management on the benefits of staff carrying out observations of children's learning, which could help staff to identify where some play spaces could be further equipped with more toys and materials, helping to support a responsive approach to playing, learning and developing.

Opportunities to help support children's literacy skills and support parental engagement took place through Bookbug sessions and lending library approaches. This contributed to developing children's communication, speech and language. Staff responded to children's cues when books naturally peaked their interests and took time to sit with them and read stories. This meant children felt valued and their interests acknowledged.

Children had direct access to outdoors and moved freely throughout the day between indoors and the garden area. The use of plastic curtains helped ensure indoor temperatures remained comfortable for children indoors, whilst maintaining opportunities for children to choose where to play. Outdoor opportunities included a mud kitchen, climbing equipment and balance bikes. This contributed to children's imagination and physical development. In addition, staff supported children with movement and balancing experiences, helping to support their problem solving skills and coordination. Parents told us their children has opportunities to explore the "large outdoor area and always accessible" and "the children are free to play outside when they choose."

## 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 and settled in the environment and were confident in approaching staff for support or reassurance. Staff checked in with them regularly, checking on their wellbeing and inviting them into play experiences. Children experienced interactions that were kind and supportive, helping them to feel safe and secure.

Lunchtime experiences for children had recently changed and these now took place in the playroom, which helped support transitions for them and provided a homely feel. Children helped set up lunch tables prior to meals arriving, helping to support independence and a sense of pride. They were supported to serve some of their food and take their plate to their table. We discussed with management where lunches could be further developed to ensure these are a more calmer experience for children and reduce staff movement. Such as, staff sitting with children, engaging in conversations and supporting safe eating.

We acknowledged this was still in the early stages and were satisfied management would continue to review this to ensure children experienced high quality mealtimes.

Staff knew children well and could share their likes, dislikes and strategies needed to help support them. They worked well with external agencies to support interventions. Parents told us "all staff are very friendly, all know my child's wants and needs." Personal plans in place for children contained important information to help staff meet children's individual needs. We discussed ensuring these were updated as it was not always clear if this was done.

Medication systems reflected best practice guidance to help support the safe administration of medicine. We discussed some small changes to ensure all forms are signed and all information is completed. Management agreed to review these.

Parents were welcomed into the setting and communication with families took place daily through verbal discussions, information shared communication platforms and stay and play sessions. This helped to strengthen relationships and ensure families felt informed and included within this setting. Parents commented "the staff work with us, inform us and keep us up to date with our child's learning. Any activities or events are always communicated to us so we can attend and be part of it" and "the staff are always there to welcome parents and children. I have had a couple of discussions about next steps in my child's progress and always kept up to date."

## 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	4 - Good
Leadership and management of staff and resources	4 - Good
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

## To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and help services to improve. We also investigate complaints about care services and can take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

You can also read more about our work online at [www.careinspectorate.com](http://www.careinspectorate.com)

## Contact us

Care Inspectorate  
Compass House  
11 Riverside Drive  
Dundee  
DD1 4NY

[enquiries@careinspectorate.com](mailto:enquiries@careinspectorate.com)

0345 600 9527

Find us on Facebook

Twitter: @careinspect

## Other languages and formats

This report is available in other languages and formats on request.

Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànan eile ma nithear iarrtas.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿਚ ਉਪਲਬਧ ਹੈ।

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.