

# Allanton Primary School Nursery Class Day Care of Children

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Allanton  
Shotts  
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**Type of inspection:**  
Unannounced

**Completed on:**  
3 March 2026

**Service provided by:**  
North Lanarkshire Council

**Service provider number:**  
SP2003000237

**Service no:**  
CS2003015384

## About the service

Allanton Primary School Nursery Class is a daycare of children service registered to provide a day care of children service to a maximum of 24 children aged 3 years to not yet of an age to attend primary school at any one time. The service operates Monday to Friday term time and children attend full day sessions. The service is provided from two playrooms with access to outdoor space. The service is in a rural area of Shotts located in North Lanarkshire.

## About the inspection

This was an unannounced inspection which took place on 2-3 March 2026 between 09:15 and 15:50. 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
- observed practice and daily life
- reviewed documents
- reviewed online feedback from 3 parents and 3 staff.

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.

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.

## Key messages

- Children were happy, confident and benefited from relaxed routines and free flow play which supported their wellbeing.
- Children experienced warm and caring interactions from staff that knew them well.
- Some play spaces promoted curiosity, discovery and children's engagement. Staff were aware where developments were needed in other areas to support high-quality play experiences.
- The provider should review contingency plans for staff absence to help ensure children care and routines are not disrupted.
- Whilst staff knew children well, information was not consistently recorded in personal plans. Staff should review personal plans to ensure they meet children's need and interests.
- Quality assurance and monitoring systems were in place but not fully embedded due to staffing constraints.

## 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	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 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.

The service had a clear vision that encouraged children to try things for themselves through investigation, exploration and play. Staff actively supported children to develop independence, particularly during mealtimes and through conversations that promoted problem solving. This contributed positively to children's emotional wellbeing and confidence. We found that children were happy and confident within the setting, with many engaging in conversations with inspectors.

Staff interactions were consistently kind and warm, helping children feel safe and secure. One parent told us that staff were, "excellent friendly staff who know the children well and show genuine care and interest."

Staff and managers were committed to making improvements and providing positive experiences that met children's needs. However, the service had experienced significant challenges due to staff absence and leaders worked hard to minimise disruption to children's care. Staff focused on providing support to meet children's wellbeing needs, which meant they had to pause some play opportunities and initiatives. For example, walks in the local community and forest visits. We discussed the need for clear contingency planning to ensure staff absence was well managed to support the quality of children's experiences and staff wellbeing (see area for improvement 1). Parents told us, "there could be more parental engagement," and "while staff had done an excellent job in difficult circumstances, children were missing out on some experiences, such as going to the shop, due to staffing constraints."

A quality assurance calendar was in place and included improvement plans linked to changes within the environment, such as developing play spaces and adding new resources. Leaders had made positive changes to planning processes to promote children's play and learning and were aware of their next steps for improvement. However, they had been unable to action recent self-evaluation findings due to staffing restraints. While staff informally reflected on children's experiences, they had not been able to take forward identified areas for improvement. Staff were looking forward to reinstating processes for self-evaluation with a more settled staff team.

Leaders had identified relevant areas for development. Whilst they had systems to support effective monitoring and auditing this was limited due to time and staff restraints. As planned, leaders should reinstate processes to support improvement.

Staff were caring and committed to their professional development. Some had undertaken additional qualifications to develop their knowledge of early years practice and new staff were supported to get to know the needs of children and families.

We found that although the environment supported children's play and learning, several maintenance issues required attention to ensure safety, quality and effective infection control. We identified repairs needed in areas where lunch and snack were served, exposed pipework inside cupboards used by children and worktops and units around sinks needing repaired or replaced. The nursery agreed to address these concerns to improve the overall environment (see area for improvement 2).

## Areas for improvement

1. To support children's wellbeing, the provider should ensure effective systems are in place to manage staff absence. This should include clear arrangements that promote continuity of care for children and prioritise staff wellbeing.

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

'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).

2. To ensure children experience a safe and well maintained environment, the provider should address any identified maintenance issues. This will support effective infection prevention and control measures and enhance the quality of the environment.

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

'I experience an 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: 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.

Children benefited from relaxed routines throughout the day that supported their wellbeing. They were happy, confident and engaged in a wide range of play experiences across two playrooms. Staff understood how children developed and learn and used this knowledge to develop interesting play spaces.

The smaller playroom had been developed which created warm, cosy atmosphere with fairy lights and gentle background music featuring nature sounds. Wall displays were positioned at child level, including an emotion check in chart that supported children to name and revisit their feelings throughout the day. The room was well resourced with small world play, dinosaurs, sensory materials and a quiet book area, where children could explore stories and relax. These experiences nurtured children's independence and supported their confidence through self directed play.

The front playroom included a house corner with real life items such as plates, cups and a kettle, alongside construction, malleable materials and an art area. One child shared, "my favourite place is the home area. I like to feed the babies and put them back in bed so they will be nice and comfy. I bath the baby before I put them to bed." We discussed where replenishment and improved organisation was needed within the art area, to ensure resources were accessible and inviting for children.

Children showed concentration, early literacy skills and independence, particularly during mark making, drawing and storytelling. One child enjoyed creating a picture of a dinosaur and told us, "this is a triceratops and that's its baby. I've drawn a plant, they eat plants. This is the arrow to shoot the sun because it will rain." Children confidently demonstrated early writing skills, saying "I can write my name."

Outdoors, children accessed a well resourced play space that offered balance bikes, cars, water play, sand, den building materials and mark making opportunities. This supported their exploration of the natural environment and encouraged curiosity and risk benefit play. Staff engaged positively with children, interacting at their level and asking questions that extended curiosity, wonder, interests and learning. For example, a group of children explored with water play and gathered wood to build a dam. When it did not work as expected, they commented, "It's not working" and "I saw a dam built to stop flooding the city made of concrete and bricks."

Staff knew children well and responded to their interests during play. However, they had been unable to maintain and update records of children's progress of learning within individual learning plans. They continued to record observations within the planning system, which captured children's interests and provided an overview of their progress and achievements. We discussed the importance of supporting staff to have protected time to assess and record children's learning in journals and to share this information with families.

## 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.

Staff were nurturing and responsive to children's individual needs and had formed caring, trusting relationships. They worked at children's level and adopted a warm, sensitive approach to care. Parents appreciated that staff knew children and families well, which helped reassure them that their children were safe and well cared for. Parents told us, "Definitely the nurturing care my child has received" and "I am happy with the learning experiences provided for my child and that the staff recognise and try to cater for [child's] needs."

Staff knew children well and gathered important information to support their health needs. They were aware of allergies and medical requirements and had audited the personal plan systems, recognising where further development was needed. We discussed gaps and inconsistencies within personal plans, meaning not all children had plans in place or relevant targets identified to support their progress (see area for improvement 1).

During lunch and snack routines, children showed high levels of independence. The rolling lunch was well managed, with clear processes for self serving, clearing plates and following personal care routines. Staff were attentive and present throughout. Children can access drinking water and fruit throughout the day if they were hungry. Personal hygiene was promoted effectively through hand washing before eating and the use of individual face cloths afterwards.

Medication processes were in place to support the safe administration of medication. This was reviewed regularly with families. We discussed where more detail could be added to consent paperwork to clearly identify signs and symptoms of when medication should be administered. We asked the manager to review the storage for life saving medication to ensure this is not locked away to allow staff to access quickly if needed. This was actioned before the end of the inspection.

Systems were in place to help keep children safe. Staff were mindful in carrying out regular headcounts and completing registers. SIMOA a campaign developed by the care inspectorate to help keep children safe was explored with children to support their understanding of safety. Parents agreed that children were safe and the setting was secure.

### Areas for improvement

1. To support children's wellbeing the provider should ensure that children's personal plans are consistently in place, up to date and contain clear, relevant targets that support children's progress and wellbeing. This should include but not be limited to: Personal plans should reflect children's individual needs, interests, and strategies for support, and be regularly reviewed in partnership with families.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS), which state 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).

## 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	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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