

# Wombles Pre-5 Centre Day Care of Children

Hunter Primary School  
Crawford Drive  
Calderwood  
Glasgow  
G74 3YB

Telephone: 01355 242 323

**Type of inspection:**  
Unannounced

**Completed on:**  
18 March 2026

**Service provided by:**  
Wombles Pre-5 Centre

**Service provider number:**  
SP2003001522

**Service no:**  
CS2003006667

## About the service

Wombles Pre-5 Centre is a daycare of children service located within Hunter Primary School, in a residential area of Calderwood, East Kilbride. The service is registered to provide care for a maximum of 24 children aged three years to those not yet attending primary school. At the time of the inspection, 24 children were registered with the service.

Children are cared for in a dedicated playroom, with access to toilets. They also have access to an enclosed garden and gym hall located in the school. The service is close to local shops, parks and travel links.

## About the inspection

This was an unannounced inspection which took place on 17 and 18 March 2026 between 09:30 and 14:45. 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
- gathered feedback from four families through MS Forms
- 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, 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

- Self-evaluation processes in place helped inform improvements within the service.
- Staff could benefit from opportunities to reflect on training to support continuous improvements.
- Children had fun engaging in toys and materials that supported their interests and learning.
- Children benefited from free flow access between indoor and outdoor spaces.
- Improvements to mealtimes meant these were relaxing and enjoyable for children to experience.
- Children were supported to understand their rights, helping them to feel informed and valued within the setting.
- Children experienced interactions that were kind and caring, 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 play and learn	4 - Good
Children are supported to achieve	5 - Very 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.

Management and staff worked well together to promote a welcoming and nurturing environment for children. The vision values and aims in place helped influence the approach to caring for children. Whilst this had been developed previously with parents, the manager had included plans to review this in the new term in their improvement plan. This could help ensure all families felt included within the setting.

An improvement plan in place highlighted the key priorities, outlining the improvements planned to support good outcomes for children. These included promoting and improving the indoor and outdoor play spaces, planning systems and the vision, values and aims. The service had made progress with these, reflecting on current guidance. For example, indoor spaces now reflected a calming environment with space for children to move to different areas in response to their needs. We recognised these improvements within indoor environments and the manager shared their plans to continue with reviewing outdoor spaces.

Quality assurance measures in place helped the manager to audit and review systems within the service. This included environment audits, personal plan reviews and updating policies. This helped ensure systems were working effectively and identify where gaps were, helping to support improvements. Some systems still needed to be reviewed, such as accident and incident records and their audits. The manager provided assurances these would be reviewed to ensure these reflected best practice guidance.

Staff were safely recruited and supported by the manager and the staff team. Induction process were in place to help new staff become familiar with the setting and their new role. They could benefit from engaging with the 'National Induction Resource', helping to meaningfully reflect on their role and identify any areas of support needed.

Staff completed core training such as child protection, food hygiene and first aid. Staff appraisals highlighted specific training linked to their interests and how these would be taken forward. We discussed with management on ensuring there was a clear record of staffs training and opportunities to reflect on the impact of this learning. For example, reflecting on the upcoming training on trauma informed practice.

## 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 exploring the toys and materials within the service. They played together, sharing ideas, laughing and having fun. Improvements to play spaces meant that children had room to move freely and explore different areas of the nursery. For example, removing excess furniture and redefining spaces to be more cosy and welcoming. Children commented positively on the changes to the play space and told us "this space has changed, it's now a cosy space. You can read a story or cosy up."

Opportunities to support children's creativity and imagination were threaded throughout the nursery. Such as the house corner, block area and arts and crafts. Children told us "my favourite area is here, this is the space where you can make bits and bobs with boxes", "my favourite space in nursery is where I can use different colours. Here is the paint" and "I am going to make bread with oranges and then soup." Further reviews of toys and materials could help enhance children's experiences and learning about the world around them. For example, having real food in the house corner.

Planning systems in place had been developed and staff had worked hard at becoming familiar with these. These highlighted a child-led approach and floor books were used to document children's learning, including their comments throughout these. We shared some suggestions with the manager on further enhancing these systems to ensure a child-led approach was fully embedded. For example, clearly recording how their interests influence experiences.

Children enjoyed staff engagement during their play, often inviting them to join in. Staff engaged with children in a supportive way, chatting about their play and their ideas. They were mindful to be down at children's height, promoting them to feel valued, heard and respected within the setting.

Literacy and numeracy opportunities included stories, counting, exploring different colours of art materials, helped increase children's understanding of new concepts, language and numbers. Reviewing children's next steps to help ensure these are meaningful and reflective of their interests could further support their literacy and numeracy development.

## Children are supported to achieve 5 - Very Good

### Quality indicator: Nurturing care and support.

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 were very happy and settled in the care of adults. They were confident in approaching staff for support and comfort, helping to support their wellbeing. Staff interacted in a way that was warm, kind and nurturing, including emotional check ins with children throughout the day. This helped children feel safe and secure within their nursery setting. Parents commented "the love and genuine care shown towards them, their understanding of each child as an individual and the different options for learning and growth daily" and "fantastic service. Staff and atmosphere are great."

The service had worked with children to support their understanding of their rights, through reading stories and chatting about what these are. Some children had created their own story book about these and showed a sense of proudness of these. They commented "this is the book we made. It's about rights, our rights. I have the right to a home and food" and "I have the right to be safe." Children were able to tell us who they would go to if they needed help or needed space to support their emotional development. They told us "you can go [to spaces] yourself if you want but [staff] helps too" and "the teachers."

Personal plans were in place for children and these contained important information to help staff meet children's needs. This included medical needs, family details and preferences. These were reviewed regularly to help ensure these were kept up to date. In addition, children had access to their own folders containing their creations and pieces of work. This helped promote a sense of empowerment and ownership, whilst also providing opportunities for children to reflect on their learning. One child told us "our folders are over

there, we get to look at our work whenever we want. It's our pictures."

Snack experiences included healthy options, where children could serve their own food and pour their own drinks, supporting their independence. Children enjoyed sitting with their peers, eating and chatting. Lunchtime routines had been redeveloped, which meant children could eat when they were hungry, supporting their choices and wishes. These were relaxing and calm, helping to support children's wellbeing and day to day transitions. They were able to choose and serve their food, supporting their preferences and independence. Hot meals were purchased from the local authority, however, the manager was considering ways to provide hot meals as these were not always appealing for children.

Families were welcomed into the setting, helping to strengthen relationships. This provided opportunities for children to show their creations and play spaces, developing a sense of pride and belonging. This also meant there was time for daily discussions between staff and parents, sharing information on children's day. Recent stay and play sessions had provided opportunities for children to spend time with their families in their setting. Parents told us they "go into the nursery each day for pick up. Have also had a stay and play which was great" and "stay and play sessions are a thing. I also get to pick up from the [playroom] daily and see the [children] playing."

The service had shared they were considering new ways where they could share pictures of children's experiences throughout the day and had a plan in place to implement this. A welcome booklet had been developed and shared with parents when they started at the service, helping parents to become familiar with the service.

## 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 requiring medication, the manager should ensure that management of medication follows good practice.

This should include, but is not limited to:

- Ensuring all medication is labelled appropriately.
- Signs and symptoms are recorded.
- Any administration of medication signed by staff and parents.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'My care and support meets my needs and is right for me' (HSCS 1.19) and 'I experience high quality care and support because people have the necessary information and resources' (HSCS 4.27).

**This area for improvement was made on 25 March 2025.**

**Action taken since then**

Policies had been updated to reflect current best practice guidance and the manager discussed medication practices, including recording the signs and symptoms. Personal plans included information on children's medical needs, including medicines. Individual boxes were in place to store medicines.

This area for improvement is met.

**Previous area for improvement 2**

To support children's wellbeing, learning and development, management should ensure the environment is safe to allow children to explore freely.

This should include, but is not limited to:

Completing risk assessments for all areas of the nursery.

Ensuring staff complete and record daily checks.

Clarity sought from the local fire service in relation to emergency evacuation plan.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'my environment is safe and secure' (HSCS 5.16).

**This area for improvement was made on 25 March 2025.**

**Action taken since then**

The manager had implemented risk assessments and checklists to record areas reviewed to ensure the environment was safe for children. This included cleaning schedules and audits of spaces. The service had engaged with external colleagues to review evacuation plans.

This area for improvement is met.

**Previous area for improvement 3**

To support children's wellbeing, learning and development, the manager should revisit current best practice to refresh their knowledge and understanding.

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

**This area for improvement was made on 25 March 2025.**

**Action taken since then**

The manager had engaged with guidance to support improvements within the setting. They shared their plans on upcoming training and a commitment to further developing their leadership skills.

This area for improvement is met.

## Complaints

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

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	5 - Very Good
Nurturing care and support	5 - Very Good

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