

# Stane Primary School Nursery Class Day Care of Children

Stane Primary School  
Torbothie Road  
Shotts  
ML7 5JJ

Telephone: 01501 826 705

**Type of inspection:**  
Unannounced

**Completed on:**  
5 March 2026

**Service provided by:**  
North Lanarkshire Council

**Service provider number:**  
SP2003000237

**Service no:**  
CS2009230024

## About the service

Stane Primary School Nursery Class is a day care of children service provided by North Lanarkshire Council. The service is registered to provide care to a maximum of 51 children not yet attending primary school, at any one time.

At the time of inspection, 32 children were registered and up to 30 children were in attendance.

Care is provided from a purpose built modular unit, on the grounds of Stane Primary School. This includes a large open plan playroom, family room, sensory room, kitchen and toilets with changing area. Children have access to large outdoor spaces in the grounds of the nursery and school.

The service is located in a residential area of Shotts, North Lanarkshire and is situated close to shops, transport links and other amenities.

## About the inspection

This was an unannounced inspection which took place between 2 and 5 March 2026. Feedback was provided to the provider on 5 March 2026.

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
- reviewed feedback from 12 families using our digital questionnaire
- spoke with an additional 3 families
- spoke with staff and management
- 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 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, responsive care that helped them feel safe, valued and ready to learn.
- Children benefitted from rich, varied and enjoyable play, both indoors and outdoors, which supported curiosity, confidence and early learning.
- Children were deeply engaged in activities of their choosing, moving freely between areas and sustaining meaningful play for extended periods.
- Children influenced their own learning, as their ideas shaped activities, resources and the direction of play.
- Children experienced consistent routines and calm transitions, which supported emotional security and helped them understand what would happen next.
- Children's learning was strengthened through meaningful use of technology, enabling them to revisit experiences, explore ideas and share learning at home.
- Children benefitted from strong relationships between staff and families, which created continuity between home and nursery and supported individual needs.
- Children enjoyed a wide range of high-quality experiences, including community visits, outdoor exploration and creative activities, which enriched development and supported wellbeing.

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

### Quality indicator: Leadership and management of staff and resources

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 experienced stable and well organised days because leaders created safe, calm and purposeful conditions. Parents told us the nursery felt "friendly, safe and inclusive," helping children settle quickly and confidently when they arrived. Leaders ensured routines were predictable and communication was clear, supporting security and consistency across all areas. This resulted in children feeling safe, settled and ready to participate.

Children benefited from consistent and responsive practice because staff felt supported and valued as part of a shared journey. One staff member explained, "we have greatly improved since I first started; the nursery feels welcoming, calm and pleasant". Leaders modelled high quality interactions, helping staff strengthen relationships and deepen understanding of children's needs. This contributed to children receiving sensitive, confident and attuned support.

Children's progress remained central to decision making because leaders used clear and timely quality assurance processes. Staff appreciated this clarity, with one sharing that monitoring helped them "plan experiences based on children's interests and observations". Leadership audits ensured personal plans, planning and journals reflected real experiences and individual needs. This meant children experienced learning that matched their needs, abilities and interests.

Children experienced consistent routines from a staff team that understood expectations and worked well together. Parents noticed this, sharing that "staff always make the effort to build relationships with all family members". Distributed leadership encouraged staff to take responsibility for areas such as transitions and environmental improvements. As a result, children benefitted from coordinated, reliable and nurturing support.

Children's learning was strengthened through effective use of technology that connected nursery and home. One parent explained they enjoyed "seeing fun, creative things on the learning journal each day". QR codes also linked families to stories and improvement information, increasing transparency and helping parents understand children's experiences. This enabled children to experience continuity between home and nursery.

Children benefitted from leaders described as approachable, visible and supportive. Parents told us staff "always take time to chat" and described communication as warm and proactive. Leaders listened to feedback, responded quickly and ensured families felt welcomed and included. This strengthened children's sense of belonging and family trust in the service.

Children experienced safe and predictable environments because leaders supported staff to refine supervision routines. Staff shared that headcounts, zoning and use of walkie talkies helped the team "pick up safety concerns right away". Leaders coached staff in real time, improving coordination and awareness across spaces. This ensured children were well supervised and safe throughout the day.

**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 experienced rich and enjoyable play that supported their curiosity, confidence and early learning. A parent shared that "there seems to be different things on offer each day" and described a "kind atmosphere from adults". Children moved easily between areas, staying deeply involved in activities that interested them. These experiences helped children stay motivated, capable and engaged.

Children benefitted from a balanced mix of open ended, real life and sensory materials that encouraged exploration. Parents valued this variety, with one saying "there always seems to be fun, creative things going on". Outdoors, children enjoyed play on slopes, bikes, crates, sand and natural resources. This supported children to explore ideas, build confidence and develop important skills.

Children experienced warm and responsive interactions that strengthened learning. Staff used open questions, gentle prompts and clear language to extend thinking during play. One child proudly shared, "I love painting inside and outside". Staff also encouraged persistence, saying "sometimes we just need to practise," helping children keep trying. These approaches helped children feel capable, valued and successful.

Children's learning was enriched through meaningful use of digital tools. Parents told us they loved "getting a glimpse into the day through the learning journal" and enjoyed revisiting stories at home. Children used QR codes independently to access stories and used interactive boards with sensitive support from staff. This strengthened children's independence and digital confidence.

Children influenced learning because their ideas shaped activities and environments. Staff shared that responsive planning helped them "listen to children's likes and dislikes and plan experiences based on their interests". Children explored role play linked to home experiences, adapted outdoor spaces and contributed to cultural stories and celebrations. This strengthened children's ownership, confidence and influence over their learning.

Children benefitted from a wide range of experiences that deepened learning and enjoyment. One parent said forest school was "a fantastic opportunity, even in horrendous weather," and praised community walks and story sessions. Staff told us that having the opportunity to embed learning helped them "build stronger relationships" and plan more meaningful learning. These experiences supported children to develop skills, curiosity and confidence across all areas.

## 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 experienced warm and sensitive care that helped them feel secure. One child shared, "the teachers give me a cuddle when I'm sad," showing strong attachment and trust. Staff responded quickly to cues with reassurance, calm language and gentle support. These interactions helped children feel safe, valued and ready to learn.

Children benefitted from relaxed and inclusive mealtimes that supported independence. Parents told us the menu was "varied" and that their child was "happy with the meals on offer". Staff managed allergies sensitively, with one parent noting the team "always made sure there were alternatives" for their child. This created a positive, dignified eating experience for all children.

Children were supported through personal plans that captured meaningful details about their routines and needs. Parents described reviews as helpful, stating they were "invited to meetings to discuss targets" and felt included in decisions. Staff used these plans well, supported by leadership audits that kept information up to date. This ensured children received care that reflected their individual needs and home lives.

Children benefitted from strong relationships between staff and families. Parents consistently described staff as "kind and approachable" and appreciated how staff "welcome us every morning with a smile". Staff also valued these relationships, with one saying "families can approach me and I'm always willing to help". This helped children feel supported, understood and connected.

Children experienced calm, respectful routines that protected their dignity. Parents highlighted the value of quiet spaces, saying their child enjoyed the "calming corner" when needing rest. Staff encouraged independence in tasks such as dressing, toileting and tidying, offering help sensitively. These routines strengthened children's confidence and emotional security.

Children were kept safe through clear safeguarding practice. Parents appreciated being "well informed" about illness and risks, noting the team encouraged regular handwashing to protect vulnerable children. Staff described feeling confident in procedures, saying training kept them "aware of signs or symptoms to look out for". These systems ensured children remained safe, protected and well cared for.

## What the service has done to meet any requirements we made at or since the last inspection

### Requirements

#### Requirement 1

By 01 June 2025, the provider must ensure that personal plans are in place for all children. These should be developed and reviewed in partnership with parents.

To do this, the provider must develop plans which, at a minimum:

- 1) Include personal confidential details, contacts, emergency contacts, medical information, named person, consent etc.
- 2) Include personal routines, interests and preferences
- 3) Include significant observations linked to progress and learning from a wide range of evidence and how these inform personal planning for each child.

This is to comply with Regulation 5 (1)(a) 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:

"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).

**This requirement was made on 24 March 2025.**

#### Action taken on previous requirement

Leaders introduced a clear and well-structured quality assurance system that strengthened consistency across personal plans, planning, monitoring and practice. Staff told us the new processes helped them "plan experiences based on children's interests and observations," reflecting their increased confidence and understanding of expectations. Leadership audits of personal plans, journals, planning and records were carried out regularly and included prompt actions, such as updating review dates, adding missing signatures and strengthening the links between targets and observations. Parents described feeling fully involved in reviews and noted that the nursery now felt well-organised and focused on their child's progress. These sustained improvements ensured that documentation and daily practice consistently supported children's needs, interests and wellbeing.

As a result, the requirement is met.

**Met - within timescales**

## 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 high quality outcomes for children and families, the service provider and management team should streamline their quality assurance processes. This should include, but not be limited to monitoring of:

- children's personal plans
- risk assessments
- accidents and incidents

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

'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 24 March 2025.**

#### Action taken since then

Leaders developed a clear and systematic quality assurance approach that strengthened consistency across personal plans, planning, monitoring and everyday practice. Staff described feeling more confident because expectations were now clearer, and several said the new systems helped them "plan experiences based on children's interests and observations."

Leaders carried out regular audits of personal plans, learning journals, planning cycles and environmental organisation. Evidence from the inspection notebook showed that these audits were frequent, detailed and followed by timely corrective actions. Examples included prompts to update review dates, ensure parental signatures were captured and strengthen links between targets, observations and next steps.

Children benefitted from these improvements through more consistent planning, clearer routines and smoother transitions. Staff told us the improved systems helped them "see what good looks like," which supported a shared understanding of high-quality practice and strengthened teamwork. Families also noticed these changes, with several parents stating that they felt fully involved during reviews and found the nursery organised, calm and focused on their child's progress.

Based on this evidence, the service has met the area for improvement.

## Previous area for improvement 2

The provider must ensure that staffing levels support meeting the needs of children attending the service.

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

'My needs are met by the right number of people' (HSCS 3.15) and 'People have time to support and care for me and to speak with me' (HSCS 3.16).

**This area for improvement was made on 24 March 2025.**

### Action taken since then

Children experienced consistent supervision throughout the inspection because staffing levels and deployment were well managed. Staff described how regular headcounts, zoning and walkie-talkies helped them remain aware of children's movements and needs, saying these routines ensured "any safety concerns were picked up right away."

Children benefitted from flexible deployment that allowed staff to move between areas according to children's needs. The inspection notebook shows staff worked together effectively, stepping in to support busy areas and ensuring children received timely help and attention. Although parents noted occasional days with fewer familiar staff present, they also shared that the team responded well and continued to meet children's needs.

Children continued to receive safe and responsive care because leaders monitored staffing closely and acted quickly when additional cover was needed. Staff explained that ratios were always maintained and that the team communicated well during busy periods. One parent confirmed this by stating that staff "respond to children's wishes even on wet, cold days" and continued to offer outdoor play safely.

Leaders ensured new and returning staff were supported through induction, mentoring and coaching. Staff told us they felt well guided and were clear about their responsibilities, which helped maintain safe supervision across the setting. One staff member said they felt confident because the team "were always in ratio and covered each other well."

Based on this evidence, the service has met the area for improvement. Children consistently experienced safe, well-organised and nurturing supervision throughout the day.

## 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	5 - Very Good
Leadership and management of staff and resources	5 - Very Good
Children play and learn	5 - Very Good
Playing, learning and developing	5 - Very Good
Children are supported to achieve	5 - Very Good
Nurturing care and support	5 - Very Good

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Care Inspectorate  
Compass House  
11 Riverside Drive  
Dundee  
DD1 4NY

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

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