Jack & Jill Pre 5 Group
Day Care of Children

St. Hilary's Primary School
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East Kilbride
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Telephone: 01355 235 280

Type of inspection:
Unannounced

Completed on:
10 June 2026

Service provided by:
Jack & Jill Pre 5 Group

Service provider number:
SP2003001520

Service no:
CS2003006665

About the service

Jack & Jill Pre 5 Group provides day care to a maximum of 24 children aged from 2 years to those children not yet attending primary school. The service operates five days a week, during term time. The provider is Jack & Jill Pre 5 Group overseen by a parent/carer committee. The service is located in St Hilary's Primary School, East Kilbride, South Lanarkshire.

About the inspection

This was an unannounced inspection which took place on Monday 8 and Tuesday 9 June 2026. Feedback was given on Wednesday 10 June 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 six people using the service and six families
- Spoke with seven staff and management
- Observed practice and daily life
- Reviewed documents.

Key messages

- Children were happy, confident, and engaged in a wide range of play experiences, both indoors and outdoors.
- Staff were nurturing, respectful, and responsive to individual needs, creating warm relationships that promoted emotional security and confidence.
- Further learning opportunities for staff that promote child-led play and quality interactions would support creative, rich and deep play experiences for children.
- Quality assurance processes were in place. However, some gaps in paperwork needed to be addressed to ensure children experience quality care and support based on relevant guidance and best practice.
- Free flow play between indoors and outdoors and a rolling lunch system ensured that the pace of the day and children's needs were central to daily routines.

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.

The service had a clear vision and values that reflected practice and promoted a nurturing environment where children were enabled to grow and develop. This contributed to children's emotional wellbeing and confidence. Children were happy and confident within the setting, with some engaging in conversations with the inspector. One child shared, "This is my folder with all my activities, here is my dad visiting nursery". This helped to demonstrate the child's sense of ownership and belonging at the service.

Children experienced kind and warm interactions from staff, which helped children feel safe and secure. Parents told us, "I am often asked for feedback on the nursery setting and the staff are happy to take on board any comments I make. The staff are very proactive at putting changes into place where appropriate" and another said, "The staff are very supportive. They always check in to see how we are doing as well as our child. We are always made to feel comfortable and welcome". These comments reflected strong relationships and trust between families and staff.

Staff and managers were committed to and passionate about making improvements for children. Staff felt supported in their roles, which contributed to a positive environment for children. The service had developed self-evaluation processes to identify strengths and areas for improvement. This included a focus on meeting children's individual needs and work to increase parental involvement. The improvement plan incorporated some voices of parents, children, and staff, ensuring they were involved in service development.

Quality assurance processes, such as auditing, reviewing personal plans, medication checks, and staff meetings were in place to support service delivery. However, a few of these processes were not consistent, such as missing dates and signatures. We discussed the quality assurance process and the importance of and difference in auditing and monitoring. The service had already identified this and had undertaken training around observation and new learning had sparked a focus on this moving forward.

There were some inconsistencies in sampled medication records relating to reasons for medication, signs and symptoms of a medical condition and parental signatures. To support children's health and safety the quality assurance of these systems needed to be more robust and in line with good practice guidance (see area for improvement 1).

Staff were safely recruited, ensuring the right people cared for children. All staff were registered with the appropriate regulatory body, such as the Scottish Social Services Council (SSSC), which promotes a skilled workforce in care settings.

The induction process supported new staff to become familiar with their roles and the setting, and it was aligned with the national induction resource. This provided a structured approach that ensured consistency with best practice.

Areas for improvement

1. To ensure children's health and wellbeing is promoted through the safe management of medication, the manager and staff should improve how medication is managed and audited. Written records should include:

- reason for medication
- signs, symptoms and actions to be taken
- parent's agreement and signature.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: "I experience high quality care and support based on relevant evidence, guidance and best practice", (HSCS 4.11) and "I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes" (HSCS 4.19).

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 were actively engaged and having fun across a variety of play experiences. Some children confidently led their own play and shared ideas. There were some experiences that were supported by staff who were close by to facilitate when needed. Opportunities including sand and water play, creative art activities, playdough, and imaginative role play were available. Quiet book and sensory areas offered space for children to explore, look at books, listen to stories and relax. These experiences nurtured independence and helped children build confidence through self-directed play.

Observations of children's interests and needs in play were used to develop learning focus areas for individual children. A parent shared, "Staff always have new activities set out each day for my child to enjoy. They love taking the children on outings to the park, library and museums and the children love it. They consistently set up areas for the children that helps develop senses, emotions and sharing." Another family said, "Children often get taken out on walks and sometimes to the local shop. There are lots of different activities, and when my child doesn't feel like participating, they have always accommodated". This supported children's voice in experiences and promoted a sense of belonging and engagement in learning.

Children had access to a well-resourced outdoor area. Opportunities to experience the natural environment whilst promoting curiosity and risk-benefit play were available. Inspector observed children having fun and laughing whilst playing tig, dancing and jumping in the rain.

We observed some examples of staff leading quality interactions and rich engagement in children's play. However, this was inconsistent at times. For example, there were a few missed opportunities in learning and interruptions to children's play. There was a mix of knowledge and experience in the staff team. We saw from quality assurance monitoring documents that the management team had already identified this recently as part of service quality assurance. Monitoring and plans to develop this were in the early stages.

Further support and training would help develop consistent high quality interactions with children during play. Support to understand and practice strategies such as offering questions and ideas would support children's curiosity, sense of wonder, interests and learning.

However, staff worked together to improve outcomes for individual children. For example, staff had attended training in numeracy, literacy and core provision. This ensured staff were developing their practice, contributing to outcomes for children. We discussed the benefit of utilising staff skills and knowledge within the team to help further develop meaningful practice that impacts children's learning.

The service had committed to a network of community engagement. Children took part in a variety of outings that offered opportunities to explore the wider community, such as visits to the park, zoo and library. Parents appreciated this approach with one commenting, "Really value how warm, caring, and approachable the staff are. They have built a strong relationship with my child, which has made them feel safe, settled, and happy to attend. The environment is clean, well-organised, and offers a good range of activities that support learning through play. I also appreciate the communication from staff, as I am kept informed about my child's day, progress, and wellbeing". This supported children to make connections in the wider environment and develop their social skills.

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 had strong relationships with families. Parents appreciated that staff knew children well. Daily updates and accessible care plans supported communication. Parents commented, "All of the updates are via staff at collection, in the child's learning folder or in the paper booklet in the cloak room. I don't always have time to check these unfortunately,' and another said, "I am given an in-depth hand over each day and always kept up to date on any developments in my sons learning." We encouraged the service to continue daily communications to help maintain relationships and to enhance the approaches used to support children's needs.

The service had reviewed the lunchtime experience for children since the last inspection. The rolling lunch in place was a relaxed, enjoyable social experience for children. Children had the opportunity to help set up the dining table. This ensured children were involved in the lunch process, fostering responsibility and participation. Personal hygiene was promoted through effective hand washing and children were encouraged to remain hydrated throughout the day.

Personal plans were in place for each child and contained information to help ensure their needs were recorded, including medical and dietary details and family contact information. However, there were a few inconsistencies within personal plans, such as missing signatures and dates of review. We asked the service to strengthen these processes to ensure consistency and better support for individual needs.

Staff were nurturing and responsive to children's individual needs and respectful of their choice and interests. Staff worked at children's level and adapted their approach to caring for children in a warm and responsive manner. One parent told us, "They are all lovely and took the time to know my child and what their likes and dislikes are. Every drop off and pick up they stop and talk to us. I feel confident that my child is in safe hands and well looked after." Having strong relationships with children supported children to feel safe and valued.

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 support staff to access best practice documents and further training to improve and develop their existing skills, facilitate children's learning and improve the quality of information being recorded.

This ensures care and support is consistent with the Health and Social Care Standards, which state that: 'I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes' (HSCS 3.14).

This area for improvement was made on 23 November 2018.

Action taken since then

Since the last inspection the provider supported staff to access best practice documents and further training to improve and develop their existing skills, facilitate children's learning and improve the quality of information being recorded.

Staff and management took part in training and had been networking with other services to share best practice and develop suitable strategies of support. Staff shared training and updates with the wider team. This meant that children's learning was better supported and quality was improving.

This area for improvement was addressed.

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 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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