Mounties Community Nursery
Day Care of Children

Mount Cameron Primary School
Blacklaw Drive, St Leonards
East Kilbride
Glasgow
G74 2EX

Telephone: 01355 249 636

Type of inspection:
Unannounced

Completed on:
17 September 2025

Service provided by:
Mounties Community Nursery

Service provider number:
SP2003001523

Service no:
CS2003006690

About the service

Mounties Community Nursery is a daycare of children's service, registered to provide care to maximum of 27 children aged from two until those not yet attending primary school, of whom no more than five are aged two years old. At the time of the inspection, there were 19 children attending over a variety of attendance patterns.

The service is located in a residential area of St Leonards, East Kilbride and is based within Mount Cameron Primary school. The service is close to local parks, shops, transport links and primary and secondary schools.

About the inspection

This was an unannounced inspection which took place on 15 and 16 September 2025, between 09:15 and 14:00. We provided feedback to the manager on 17 September 2025. 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 seven families
- Spoke with staff and management
- Observed practice and daily life
- Reviewed documents.

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
- 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 interactions that were warm, kind and supportive. This helped children feel safe and secure.
- Personal plans had been improved since the last inspection. We discussed where reviews could support further developments.
- The service had recognised improvements were needed for mealtimes and had started to develop plans to address this.
- Children were cared for in a clean, bright and well ventilated environment.
- Children explored a variety of toys and materials, which supported their play.
- The manager had redeveloped the vision, values and aims through consultation with staff, children and families, helping them to feel valued.
- We discussed where some paperwork could be organised in a way that was more formal and easy to find information.
- Staff communicated well together to help support the delivery of service.

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

How good is our care, play and learning?	4 - Good
How good is our setting?	4 - Good
How good is our leadership?	4 - Good
How good is our staff team?	4 - Good

Further details on the particular areas inspected are provided at the end of this report.

How good is our care, play and learning? 4 - Good

We evaluated this key question as good, where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Quality indicator: 1.1 Nurturing care and support.

Children were happy and settled in the care of adults. They experienced warm and kind interactions from staff, helping them to feel safe, loved and secure. They were confident in approaching staff if they needed help. For example, with their clothing or shoes, to navigate peer relationships or support with meals. Parents told us "all staff are always friendly and helpful and [my child] loves them all and talks about them very positively" and "I have no concerns about our [child's] care in nursery. The staff interact well with families and couldn't be more helpful".

The setting had moved from using surnames to first name terms for staff, with staff commenting this had been "a lovely change". This could help contribute to strengthening relationships between staff, children and families. As part of the enrolment process, the service had begun to introduce home visits prior to children starting at the service. This was in the very early stages and management planned to review this and make any necessary changes. Management felt these had been beneficial to developing strong relationships with children and families. A child commented "I am fine...my mummy just dropped me off at nursery and I just came right in".

Personal plans had improved since the last inspection. These now contained important information about children's needs, choices, wishes and learning. In addition, the use of chronologies/significant events within the plans meant that there was a record of information that was relevant to children's care and wellbeing. We discussed with management where some areas could be reviewed. Such as, ensuring dates were recorded and other relevant information was included. Parents told us "I met with staff before [they] started the nursery to discuss [their] personal plan and they have reviewed it with me since".

Children enjoyed relaxing and unhurried snack times. They chose from different cereals and fruits, helping to support their preferences. Older children who were having a hot lunch, transitioned to the dining hall to have their meal, whilst younger children and those with packed lunches stayed to eat in the playroom. Older children could choose to stay in the playroom if they wished. This was an interim measure as the service had recognised improvements were needed to mealtimes. They were in the process of transitioning to providing lunch for all children in the playroom. We agreed these changes would contribute to a more relaxing, comfortable and sociable mealtime for children.

Lunch meals for children were provided by South Lanarkshire council. We discussed with management about the quality of food provided for children and where this should be improved. Management had shared they recognised this and had started to engage with external caterers to organise taster boxes. This was to gather children's views on new food options. We agreed this could help provide children with improved quality meals. To further support the service with the improvements to lunchtime, they could review 'Setting the Table' guidance which can be found on The Care Inspectorate Hub.

Quality indicator: 1.3 Play and learning.

Children enjoyed exploring a variety of toys and materials to support their learning. This included, books, role play and construction.

They had fun as they played with their peers and made choices to support their play. Parents commented "our [child] is given plenty of opportunities to engage in a variety of activities" and "nursery has a wide range of toys and an outdoor area to explore. Staff set up activities that children have shown an interest in".

Opportunities to support children's literacy and numeracy development included, exploring letters, jigsaws, water play and building towers. Staff supported this through relevant questioning and celebrating children's successes. For example, staff used the sounds of letters when helping children to complete an alphabet jigsaw.

Children were meaningfully engaged as they explored sand, water and playdough. This helped to nurture their sensory development, curiosity and imagination.

Planning processes were in the very early stages of being developed. Staff had spent time attending training and working with other settings, to establish an effective way of planning that reflected a child led and responsive approach. Staff were eager and committed to putting their learning into practice to help ensure children experienced learning opportunities that were right for them. Children's progress and next steps were recorded within their personal plans. More detailed plans were in place for children who required additional support. We discussed reviewing next steps to ensure these were clear and relevant to children's learning and development.

Children were able to move between indoors and outdoors, helping them to choose where to play. They explored with water, using guttering to pour the water down, the mud kitchen, mark making and climbing. Children told us "I want to go outside". Parents told us the "nursery encourages outdoor play in all weathers again this is optional depending on how our child is feeling" and "outdoor play is a daily part of life at Mounties. This is always done safely and in sync with what the children want to do" and "children are encouraged to play outside as much as they want to due to the nursery providing warm and waterproof outdoor clothing".

How good is our setting? 4 - Good

We evaluated this key question as good, where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Quality indicator: 2.2 Children experience high quality facilities.

Children experienced an environment that was bright, well-ventilated and welcoming. A cloakroom provided spaces for children to store their belongings, helping to promote a sense of belonging.

Children had space to play and were able to move between indoor and outdoor spaces, helping to support their choices and wishes. The door leading to outdoors was open to help children transition between inside and outside easily. A variety of outdoor clothing for children was available to use which helped support outdoor play and ensure they were warm and dry. For example, waterproofs, wellies, jackets and fleeces. Children were able to access these independently and sought help when needed. Children commented "I am putting my wellies on, I do not want a wet suit, just a jacket today". In addition, parents told us the "door to garden is open throughout the day for children to go outside and play".

We discussed with management on reviewing the open door during the colder months, to help ensure the indoor environment is a comfortable temperature for children.

There were a variety of toys and materials in easy reach of children. For example, marble runs, craft resources and real crockery in the house corner. This helped children make informed choices that aided and extended their play.

We discussed some areas in the nursery that could be reviewed to maximise the space available. For example, the position of the story area to ensure this is a quiet and cosy space. Additionally, we discussed reviewing use of computer, to ensure this supported children's play and learning.

Children were protected from harm through a variety of measures. For example, secure entrances, stair gates to prevent children accessing unsupervised areas and regular handwashing. These helped to protect children from potential harm and reduce the potential spread of infection.

How good is our leadership? 4 - Good

We evaluated this key question as good, where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Quality indicator: 3.1 Quality assurance and improvement are led well.

Leaders and staff were committed to their roles and had made progress since the last inspection. For example, improved child protection procedures, updated personal plans and staff had attended some training. They acknowledged that they were still at the beginning of their journey and shared their plans to continue to make improvements. This will help contribute to good outcomes for children.

The manager had reviewed and revamped the vision, values and aims for the setting. Staff, children and families were consulted on these, to help shape a new approach. This meant that they had an opportunity to have their voices heard, feel valued and develop a sense belonging. Parents told us "the staff actively involve both parents and children in decisions relating to the nursery" and "we are regularly asked our opinions and feedback".

An improvement plan in place highlighted the priorities for the year ahead. The manager had shared they were early in their improvement journey, however, they were committed and confident in their plans to continue to make improvements. We agreed looking at these priorities could help the setting with their journey and contribute to good outcomes for children.

We reviewed staff files and found whilst these contained important information, we discussed where improvements were needed in the organisation of these. For example, ensuring all paperwork was completed, dates were reviewed to be consistent and referenced to the service. The manager agreed auditing these would help ensure the organisation of these is more formal and easier to find information.

The service communicated with families in a number of ways. This included through closed social media groups, newsletters and face to face discussions. This helped ensure families were kept informed on upcoming events, important information and details on their child's day. Parents told us there is "very friendly staff always give updates when asked or needed.

Kept up to date with my child's day through social media" and "we receive regular verbal updates about our child's progress as well as attending parents evenings along with [our child's] reports throughout the year" and "the staff actively engage with all members of our family and give frequent updates as to the progress of [our child's] learning and development".

How good is our staff team? 4 - Good

We evaluated this key question as good, where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Quality indicator: 4.3 Staff deployment.

Staff worked together to support the delivery of service. They were mindful to position themselves at children's level when engaging with them, supporting their learning and development. They communicated well with each other, sharing important information. Such as, when moving between spaces, children moving and when children needed support. Parents told us "staff are very approachable and welcoming" and "the staff are all fantastic, friendly and welcoming. We feel confident everyday knowing how well cared for our child will be in their care and it is very clear how much the staff love their job".

Staff were deployed in a way that meant they could spend time engaging with children. Children enjoyed staff participating in their play and often sought them out to invite them into their learning. This helped staff identify and support learning and interests. Parents told us "all staff are always friendly and helpful and [my child] loves them all and talks about them very positively" and "the staff are very friendly and adapt all care to each child's individual needs. The staff actively listen to the children and plan activities and trips around what the children like to do".

Training opportunities meant that staff had participated in different learning, helping to increase their skills and knowledge. They identified and recorded what they had learned from these sessions. Moving forward, staff should now reflect on the impact training/learning has had on their practice. This could help to consolidate the learning and help identify any areas for development.

The pace of the day was relaxed and unhurried. Transitions to mealtimes were calm and supportive when children were moving from one space to another. Staff sensitively gathered children and used low voices, which helped ensure a positive experience for them. Staff breaks were also organised in a way that meant there was limited disruption to children's play. This helped ensure staff had time to rest, eat and recharge.

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

Requirements

Requirement 1

By 4 November 2024, the provider must ensure robust quality assurance systems and procedures are in place to ensure children's wellbeing and safety needs are met.

This is to comply with Regulation 4(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:
'I am protected from harm, neglect, abuse, bullying and exploitation by people who have a clear understanding of their responsibilities' (HSCS 3.20).

This requirement was made on 30 September 2024.

Action taken on previous requirement
The service had reviewed and updated their child protection policies. A flow chart was developed, outlining the steps to take when there is a concern, which included the relevant agencies contact details. All staff completed child protection training and had recorded their learning from the training opportunities. Clear plans detailed how to support new staff in developing an understanding of the services child protection procedures. In addition, chronologies had been developed to support staff in detailing relevant information on any concerns and contact with external agencies. **Therefore, this 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 help ensure children's health and wellbeing needs are met, the provider should ensure personal plans contain the relevant information and are reviewed regularly with families.

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 area for improvement was made on 30 September 2024.

Action taken since then

The service had reviewed personal plans and audited these on a regular basis to ensure the information in the plans was current and reflect children's current needs, choices and wishes. Regular reviews had taken place, with any changes to information recorded, signed and dated. This helps ensure staff know children well and can provide the support that is right for them. **Therefore, this area for improvement is met.**

Previous area for improvement 2

To support children's wellbeing, learning and development, the provider should ensure all staff access training appropriate to their role and apply their training into practice.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:
'I have confidence in people because they are trained, competent and skills' (HSCS 3.14).

This area for improvement was made on 30 September 2024.

Action taken since then

Staff have engaged in a number of training opportunities since the last inspection. These have ranged from child protection, child development and play pedagogy. Staff had recorded the learning from these training sessions and how these had increased their knowledge. Staff should now reflect on this learning and consider how this has impacted on their practice. **Therefore, this area for improvement is met.**

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

How good is our care, play and learning?	4 - Good
1.1 Nurturing care and support	4 - Good
1.3 Play and learning	4 - Good

How good is our setting?	4 - Good
2.2 Children experience high quality facilities	4 - Good

How good is our leadership?	4 - Good
3.1 Quality assurance and improvement are led well	4 - Good

How good is our staff team?	4 - Good
4.3 Staff deployment	4 - Good

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