Kirktonholme @ East Kilbride
Day Care of Children

401 Kirktonholme Road
Westmains
East Kilbride
Glasgow
G74 1RS

Telephone: 01355 222 000

Type of inspection:
Unannounced

Completed on:
22 July 2026

Service provided by:
Kelly Care Limited trading as
Kirktonholme Nursery

Service provider number:
SP2003001303

Service no:
CS2003006729

About the service

Kirktonholme @ East Kilbride is registered to provide care to a maximum of 188 children up to the age of 16 years. This includes, 42 children aged from 0 to under two years; 26 children aged two to under three years; 88 children aged from three years to those not yet attending primary school and 56 children attending school.

Children are cared for across five playrooms and have direct access to secure outdoor play areas from most playrooms. The service is provided from a single storey building in the East Kilbride area of South Lanarkshire and is situated close to primary schools, shops, transport links and other amenities.

About the inspection

This was an unannounced inspection which took place on 20 and 21 July 2026, between 08:15 and 17:30. We provided feedback to the management team on 22 July 2026. 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, 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
- spoke with three parents using the service
- reviewed electronic feedback from 21 parents
- 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.

Key messages

- Management and staff had a clear vision for the development of the service and were passionate and committed to drive forward improvement.
- Communication with families was supporting them to feel involved in their child's care.
- Children's health and wellbeing was promoted by regular access to outdoors.
- The service should further develop outdoor spaces to enhance children's play and learning.
- Children received nurturing care and support from staff who were kind, caring and responsive to their needs.
- Staff understood the importance of an individual approach to transitions to meet needs of children and families.

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.

There was a clear vison, set of values and aims in place, which had been designed in consultation with families, children and staff. These promoted high standards for children and were reflected in practice. Staff delivered a warm, nurturing and homely environment where outdoor play was valued.

The service had created conditions where everyone felt empowered and confident to initiate change. This was achieved through distributive leadership, consultations with stakeholders and a collaborative approach to self-evaluation. This helped to create a positive culture and demonstrated the service's aspirations for children and families. Staff spoke positively about contributing towards change and felt their suggestions mattered and were heard. Staff told us "we work as a team to complete self evaluation" and "my views are heard and valued, management regularly ask us for our views."

Quality assurance and self-evaluation was contributing towards the development of the service. This included, a quality assurance calendar, staff appraisals, environment audits and some monitoring of practice. These had identified areas of practice that could be improved. We discussed where these could be further developed to ensure robust monitoring and evaluation of practice. This could include recording the outcome of audits of personal plans and learning journals.

A detailed improvement plan had been developed, which highlighted areas for the service to enhance. Leaders used data to drive change at an appropriate pace that was both meaningful and sustainable. Training was contributing towards the implementation of these priorities, supporting staff to reflect on their practice and how this could further enhance positive outcomes for children and their families. For example, all staff were involved in developing home-link bags.

Opportunities to include families in the service and welcome their feedback was provided through questionnaires, informal chats and online platforms. Information was shared with families through a range of communication methods, such as online news feed and daily conversations. Parents told us "I am always consulted and asked for my views on how to improve the service" and "we have been involved in giving feedback, most recently for developing the outdoor environment." We discussed where approaches could be further developed to further involve parents and children in self-evaluation approaches.

There was a system in place to monitor the maintenance of the environment and equipment. These had identified some areas where improvement was needed, which included developing changing areas and bathrooms within the service to meet the needs of children. We agreed these improvements would contribute towards positive outcomes for children.

Whilst the service had identified some areas to be further developed, during the inspection we identified additional areas that required further action. For example, reviewing children's privacy and dignity in changing areas and some general maintenance both indoors and outdoors. We discussed where dynamic risk assessments could support staff to identify and action these areas more timeously.

Leaders recognised the importance of recruiting and retaining a skilled staff team. Staff were safely recruited and careful consideration was given to ensuring they had the right knowledge, skills and experience to care for children. Induction programmes supported new staff to develop their awareness of the setting and the needs of children. This helped provide a clear overview of their roles and responsibilities. Parents were informed of any changes to staffing, which helped families to feel informed about current staffing within the setting.

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 having fun playing with friends and staff throughout the setting. Older children had fun in the outdoor area, spending extended periods of time in the mud kitchen, which offered opportunities for children to investigate and be creative. They enjoyed cutting, mixing and stirring varied materials. Children told us "I like playing in the garden, we get to cook on the campfire" and "the best thing about nursery has to be playing."

There was a varied range of play experiences to support children's play and learning. Parents told us "my child is offered a variety of different opportunities/experiences each day" and "the activities are fantastic. There's new things every day to keep them energised, focused and learning at the same time." Toys and materials were displayed in a way that promoted choice and independence. However, we discussed where additional toys and materials in some spaces could further enhance curiosity, creativity and imaginative play. For example, further developing creative and role play areas.

Outdoors most children were engaged in their play for prolonged periods of time and were supported by staff who were attuned to their needs and play preferences. The garden provided a range of spaces for the development of physical skills and exploration. Opportunities for risky play was provided where children could assess their own risks. This included, climbing, balancing, using real tools and cooking at the firepit. Children made good use of this and were confident when using all areas of the outdoor space. Parents agreed that their children could access outdoor play daily, they told us "my child always had opportunities outside and loves to explore the outdoor area" and "the garden is great, they're out in all-weathers."

The service shared they had plans to further develop the outdoor learning space. This included developing play spaces to support younger children to explore and discover. We agreed widening toys and materials in these spaces would enhance children's play experiences.

Staff demonstrated a good understanding of what children need to learn and develop. Recent training supported staff to adopt a questioning approach to enhance children's play and learning experiences. Most staff used effective questioning, commenting, repetition and narrating of experiences to support children's communication and language skills. Younger children enjoyed listening to stories and singing with staff. The use of props in younger playrooms helped aid fun and enjoyment. For example, the use of puppets when singing with children.

The service planned for children using a 'focus child week' approach. This was supporting staff to focus on the specific needs and interest of children.

These were created through partnership working with parents and staff's observations of the child. However, we asked the service to give consideration to the holistic planning of playrooms to capture the needs and interests of all children.

Leaders shared they were reviewing their planning and had recently re-introduced floorbooks within some playrooms. This was supporting staff to record some experiences and document children's voice. We discussed where this approach could be further developed to record intentional and responsive planning within all playrooms.

The service enriched children's experiences by making good use of the local community. This included walks in the community, visits to shops that helped nurture a sense of belonging. Additionally, the service ran a forest school approach from the garden. This offered a wealth of benefits such as, connecting with nature, developing an understanding of environmental responsibilities and instilling a sense of wonder and respect for nature.

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.

Staff worked well together to create a positive and welcoming environment for children. Children experienced warm, caring and nurturing interactions that helped them feel safe and secure. Staff knew the needs of children well and were responsive to their cues and requests. This helped children feel valued and respected. Children told us "I love my nursery, [staff] make me feel happy" and "when I'm sad I can get a cuddle." Parents told us "I feel each staff member knows my child incredibly well" and "staff clearly care about my child and their needs."

Staff understood the importance of individual approaches to transitions, which were tailored to the needs of children and families. This included between home to nursery and between playrooms. Staff worked closely with families to observe and reflect on children's emotional needs to ensure it was at a pace that was right for them. Staff took time to get to know children, which supported them to respond sensitively to their needs and interest. This supported them to build strong connections with children and their families. Parents told us "the staff made the transition so easy" and "my child has developed fantastic relationships with the staff as they have taken the time to get to know [my child] and [they] feel happy and secure going to nursery each day."

Children's routines from home were respected and valued. Staff used this information to plan and support the individual needs of children. This included sleep routines. Staff had recently completed safe sleep training, which was helping to support children's safety and wellbeing. Staff closely monitored children, ensuring bedding was appropriate to their age of development, contributing towards a comfortable sleep time for children.

Children benefitted from sociable and unhurried mealtimes. Opportunities for self-serving were available which supported children's independence and skills for life. Staff were knowledgeable about children's routines and dietary needs. They positioned themselves at tables to aid engagement with children and provided support when needed.

This promoted opportunities to socialise with peers and chat with staff promoting their language development. Fresh water was available indoors and outdoors throughout the day helping ensure children stayed hydrated.

Children's wellbeing was supported through effective and meaningful personal planning. This included online journals, transition records and 'what matters to me' documents which captured what mattered to children. For example, their current interest and preferences. Regular consultations and reviews with parents had taken place which enabled them to be fully involved in their child's care. We suggested reviewing how support strategies are recorded to clearly highlight children's development and progression.

The nursery valued multi-agency collaboration, which strengthened holistic approaches to getting it right for children. More detailed plans were in place for children that required additional support to help meet their needs. These were shared across the staff team to ensure consistency and continuity of children's care. This supported children to thrive.

Relationships with families were strong, respectful and meaningful in the nursery. Staff valued their connections with families and strived to create a warm and welcoming environment. Staff embraced opportunities to engage with families in the setting and celebrated children's achievements. Parents attended a variety of workshop sessions and had fun at home with home learning bags. This approach supported families to be included in their child's learning and development, while positively impacting on the quality of care for children. One parent told us "staff are fantastic, they have developed take home tasks that can involve us as parents."

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 meet the health, wellbeing and safety needs of children who may require medication during their placement, the provider should ensure administration and storage of medication procedures are known to all staff and implemented and monitored in line with current best practice guidance: Management of medication in daycare of children and childminding services.

National Care Standards Early Education and Childcare up to the age of 16: Standard 3 - Health and Wellbeing.

This area for improvement was made on 5 December 2017.

Action taken since then

Staff were confident and knowledgeable about the procedures to administrate and store medication within the services. All medication was stored appropriately and consent forms were completed to ensure children's health and welfare needs were met.

This Area of Improvement has been Met.

Previous area for improvement 2

The manager should introduce a robust procedure to monitor that all medication administered to children is recorded and parents informed when medication has been administered.

This is to ensure care and support is consistent with Health and Social Care Standard 4.23: 'I use a service and organisation that are well led and managed.'

This area for improvement was made on 14 July 2021.

Action taken since then

The service had developed their approaches to ensure when medication was administrated to children this was recorded. This included completing administration forms and sharing this on the FAMLY app. We discussed where staff should ensure all forms are signed with parents when informing them of when their child received medication.

This Area of Improvement has been Met.

Complaints

Please see Care Inspectorate website (www.careinspectorate.scot) 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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