Biggar Primary School Nursery Class
Day Care of Children

Biggar Primary School
John's Loan
Biggar
ML12 6ZJ

Telephone: 01899 221 177

Type of inspection:
Unannounced

Completed on:
14 May 2026

Service provided by:
South Lanarkshire Council

Service provider number:
SP2003003481

Service no:
CS2003015273

About the service

Biggar Primary School Nursery Class is registered to provide day care to a maximum of 56 children age three years to those not yet attending primary school. The nursery is part of Biggar Primary School based in the village of Biggar, South Lanarkshire. Sessions are full days during term time.

The provider is South Lanarkshire Council. The building provides spacious, well-resourced play space for the age range of children who attend. In addition, there is an office, cloakroom, kitchen area, and staff facilities available. The service is close to shops, local amenities and bus routes.

During the week of the inspection 42 children were registered to attend.

About the inspection

This was an unannounced inspection which took place on 13 and 14 May 2026 between 08:20 and 16:30. 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:

- gathered feedback from 7 families and 7 staff using surveys and discussions
- observed the children's experiences and staff practice in the playrooms and outdoor space
- assessed core assurances, including the physical environment
- reviewed documents.

Key messages

- Monitoring and data gathering could be further enhanced to support the setting identify future improvements.
- Staff were vigilant about positioning themselves around the setting and on outings, meeting children's needs.
- Children had fun, were excited to play and learn both inside and out.
- Staff were reflective practitioners and had worked hard to continually improve their practice.
- Staff worked extremely hard to create and involve children in the local community.
- Further development of the use of Floor books could support staff plan and better track children's development.
- Children responded positively to staff, were keen to talk to them on arrival and sought comfort when needed. Strong bonds had been formed.
- Children told us they liked attending the service and they had fun playing with friends.

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	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 4 - Good

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.

Quality indicator: Leadership and management of staff and resources

Leaders promoted a shared vision throughout the setting and the primary school, where the setting was based. They were committed to providing the highest quality of service. Respect and honesty were evident in the leaders and staff's practice. They shared with us the service strengths and areas that needed further improvement. They delivered a service that reflected the views of the children, families and the local community. They listened and responded to feedback received. They had high aspirations for children to be ambitious, celebrating their achievements and successes.

The improvement plan outlined the current priorities to improve sustainability and raise standards in early literacy and numeracy. We acknowledged they were at the early stages of gathering data to measure the impact due to changes made. Staff shared the positive impacts they had seen on children's play and learning. For example, how the enhancement of early numeracy materials in the playroom and outside spaces had inspired children's learning during play. Children were engaged in their play and were having fun learning using numbers. To further support the impact of change, we discussed the need to further develop the tools used to track and monitor children's progress. For example, the use of floor books to record children's learning and development. Having more meaningful evaluations would support staff track and monitor children's progression and identify next steps.

Leaders were at the early stages of using the quality improvement framework for early learning and childcare. They had used some of the challenge questions. This was to help them identify what the setting did well and where improvements could be made. They should continue with this approach and consider the types of evidence used to measure successes and develop plans. Well planned monitoring and data gathering could further support the setting to make evidence base evaluations and identify more meaningful future improvements.

Quality assurance systems were in place to support leaders ensure best practice guidance was being followed. This included ensuring children's health and wellbeing needs were being met. We discussed how the management of stored medication could be further enhanced. The leaders took action to address these areas during the inspection visits. As a result, improving the safe management of medication procedures.

The leaders were fully aware of their responsibilities to ensure children's safety and had appropriate safeguarding systems in place. We have asked Leaders to ensure they are fully aware of the notifications they must inform Care Inspectorate of. This includes when they contact lead agencies in relation to child protection concerns. They agreed to gain a copy of this guidance and ensure those with this responsibility were well informed.

We informed the Leaders of a few areas within the service environment that could be improved to enhance outcomes for children. This included handwashing facilities, to ensure suitable soap dispensers were in place and children could easily turn on taps. In the outside play area to reduce possible climbing aids near fencing. Leaders agreed to consider these going forward.

Staff were supported during their induction and a supportive mentoring programme was in place. The newest staff members shared they had been welcomed into the setting and made to feel welcome. We acknowledge Leaders had identified induction was an area where further improvements could be made. They discussed plans to enhance the process through developing more meaningful discussions and reflection time for staff.

Staff deployment was closely monitored. Staff were vigilant about positioning themselves around the setting and on outings, meeting children's needs.

Children play and learn 5 - Very Good

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.

Quality indicator: Playing, learning and developing

Children had fun, were excited to play and learn both inside and out. They were freely selecting where and what they wanted to play and learn. Staff shared how the materials on offer inspired children's natural curiosity to learn. They spoke with confidence about the children's needs and creating rich learning experiences to challenge and extend their thinking. Play spaces had been creatively designed. For example, real life materials in the home corner and items supporting children's interests, encouraged children to interact and communicate. One area we discussed that could be further enhanced was the book corner. Compared to most of the play spaces there were limited storytelling materials available, at the time of the inspection, easily accessible to children.

Staff were reflective practitioners and had worked hard to continually improve their practice. They shared examples of their roles within the improvement journey. They had attended training, collaborated with others in the local cluster group and implemented new learning into practice. Improvements such as developing a numeracy corner and increased mark making opportunities had enhance children's play and learning. However, further consideration should be given to having well-balanced experiences providing child directed and adult directed play. Children's progress in early mark making will depend on their stage of development. The skill is for staff to create rich early literacy experiences to support this. Staff were a skill team and together they provided high quality outcomes for children.

Staff worked extremely hard to create and involve children in the local community. There had been a lot of work put into building children's relationships with the primary school and another early years setting. This was to support the children's transitions starting primary one. The transition programme was well planned and supported children to become familiar with elements of the school day including playtime and lunch time. A buddy system was in place to help children feel welcomed and supported starting primary school. In addition, the setting had successful links with the local high school. Children visited each other's setting with a focus on literacy. There was an extremely strong and effective community approach to support children's learning and development.

Floor books were in place to support staff plan play experiences. These were at the early stages of being an effective planning resource. With further support and guidance these could be enhanced to reflect all the positive play and learning experiences being offered and show children's progress. To do this the information recorded including the evaluations of children's learning needed to be more meaningful.

Children are supported to achieve 5 - Very Good

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.

Quality indicator: Nurturing care and support

The setting had been working hard to ensure children's rights were embedded into the settings practice. They had considered areas that reflected positive outcomes for children such as their right to play and be safe. As well as being cared for in a safe space, children were learning about keeping themselves safe. Children were familiar with and used age-appropriate tools to assess and put in place safety measures in the setting, when out in the community and at home. Staff recognised and were in the process of enhancing children's rights to have a voice and express their opinions.

Staff recognised and valued children as individuals, acknowledging their needs and demonstrating genuine affection. They showed warmth and were kind and compassionate. They used appropriate language when talking to children, some staff used other communications including signing and gestures. Children responded positively to staff, were keen to talk to them on arrival and sought comfort when needed. Strong bonds had been formed.

Mealtimes were a sociable time of the day. Children and staff sat together during mealtimes chatting about their experiences. Children were encouraged to help set up for snacks and lunchtime in the playroom. Self-registering, selecting and preparing foods and pouring own drinks helped children learn important life skills. Children told us they liked the foods and enjoyed cutting up the fruit for snack time.

Every child had a care plan, learning journal, tracker and learning recorded within the Floor books. Staff had received support and were working hard to further enhance how they recorded children's progress. We could see where improvements had been made. This included setting children's targets using meaningful observations and evaluations of children's learning. To further support enhancement Leaders should consider further monitoring of these records. Having better consistency in the target setting and planning how best to support individual needs could further enhance children to achieve their goals.

To further support high quality care, staff routinely linked with other professionals. Links with such professionals had helped staff develop their skills and knowledge, supporting children with specific needs. Staff welcomed this support and had implemented agreed strategies from other agencies such as specialist support teacher or speech and language therapist. For children that required assistance from other agencies effective processes where in place to request support.

Families were welcomed into the setting at the start and end of each day. This provided staff and parents the opportunity to talk about the children's needs and let parents see their children playing. Various other opportunities welcomed parents into the setting including parent's meetings to discuss their child's progress and fun events like stay and plays and sports days.

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	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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