Cathkin Primary School Nursery Class
Day Care of Children

Burnside Road
Rutherglen
Glasgow
G73 4AA

Telephone: 01416 344 569

Type of inspection:
Unannounced

Completed on:
29 April 2026

Service provided by:
South Lanarkshire Council

Service provider number:
SP2003003481

Service no:
CS2003015284

About the service

Cathkin Primary School Nursery Class is operated by South Lanarkshire Council and is based within Cathkin Primary School. The service comprises of one large playroom with two defined areas, a separate quieter room, office space, staff facilities and toilets. There are two enclosed outdoor play areas, one of which can be accessed from the playroom. All areas are accessible and a secure entry system is in place.

The service is registered to provide early learning and childcare for a maximum of 50 children, 10 aged two years to under three years and 40 aged from three years to those not yet attending primary school. Children attend either a morning or afternoon session.

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

About the inspection

This was an unannounced inspection which took place on 28-29 April 2026 between 08:30 and 17:00. 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:

- observed the children's experiences
- gathered feedback from 8 families using surveys and a discussion group
- gathered feedback from 9 staff using a survey, emails and discussions
- observed staff practice in the playrooms and outdoor space
- assessed core assurances, including the physical environment
- 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

- The settings vision, values and aims were well established and shared by all.
- Children had fun and were experiencing joy, participating in high quality play and learning.
- Children's learning could be further enhanced by having increased opportunities to explore, investigate and experiment how things work.
- Consideration should be given to the daily routine reducing the number of times children were gathered together.
- Lunch times were a sociable part of the day as children were given the opportunity to connect with their peers and designated staff member.
- Transitions were supportive and effective systems were in place.

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

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: Leadership and management of staff and resources

The Leaders vision for the setting focused on children receiving the highest quality care. The settings vision, values and aims were well established and shared by all. Having ambitious values had led to a strong ethos of continuous improvement. Staff had worked extremely hard to build positive relationships with families. They worked in partnership with them, improving outcomes for the children. We could see these values in staff's practice and children's experiences. Staff were skilled and competent practitioners. Well established systems supported the setting to help children grow and achieve their goals.

The settings improvement plan encouraged all those involved and who had an interest, to help them successfully achieve their plans. Sustainability was the focus of the settings plan. All staff had roles and responsibilities to support them achieve their goals. Staff talked confidently about these and the benefits for children and families due to initiatives now established into the daily routine. These included a variety of projects they had initiated and continued to grow.

Community projects, preloved toys and clothes and regular visits to local libraries, and meadows. With the Leaders commitment and staff enthusiasm these changes had already made a positive impact. Parents told us they really enjoyed getting involved in the life of the setting and would love to see more events where the whole family could get involved.

The Leaders had created an environment where staff felt confident to share their views and ideas. They valued the importance of staff skills, experience and love for the children. They had established a setting that truly supported the children to have the best start. New staff told us they were welcomed and supported by the leaders and peers. This ensured they were well informed of the settings vision and values. Resulting in them quickly settling into roles and becoming part of the team. Leaders and staff recognised national and local policies, legislation and right based frameworks and standards. We discussed some minor changes for the setting to consider, these included use of displays and nappy changing facilities. The leaders agreed to consider these.

Leaders had well established systems in place to monitor and track staffs practice and children's experiences. This was to ensure the highest standards were being met. They shared examples of supporting staff to further enhance the planning of children's experiences and monitoring their progress. We agreed with the plans that once embedded staffs' skills will continue to sustain a highly professional team, providing the highest quality of practice.

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 and were experiencing joy, participating in high quality play and learning. They moved freely with confidence, self-selecting where they wanted to play both indoors and outdoors. Children could freely access the smaller outdoors space, which offered mostly physical play. The larger outside space, offering a wider range of play and learning, required staff to support children to access this area. We observed staff were responsive to children's wishes and opened both outside spaces, when requested. Staff had recognised the need to further enhance children's outdoor play and learning. They had achieved this by including regular trips and outings within the local community to the local library, care home and meadows. Leaders agreed to consider ways to further support children to freely access outdoor play and learning on site.

We found most of the children's daily routine provided opportunities to self-select materials and lead their own play and learning. The staff were skilled communicators knowing when to intervene to support or challenge children's thinking. Consideration should be given to a few elements of the daily routine. For example, the number of times children were gathered or stopped playing to tidy up to transition for lunch or at home time. Leaders agreed to consider these times of the day, through the eyes of the children, to further enhance the outcomes for them. Providing children more time to play and learn, without interruptions.

Children confidently self-selected from the materials available. We observed children transporting materials challenging their own thinking and being curious about objects. We observed one child selecting items from a display table, laying down and being comforted by the textures of the objects. Another child being supported by staff when they wanted to transport water from the sink to the water trough. Children were familiar with the location of materials and were freely choosing from the open shelves and boxes. To further enhance and offer more challenge, consideration should be given to the materials on offer in the creative area, near the sand and water play. Children's learning could be further enhanced by having increased opportunities to explore, investigate and experiment how things work.

Staff were well informed about how children develop and learn. They had created play space's meeting their needs and interests. Children were confident and successful learners. They were excited coming into the setting to get busy playing. Consideration should be given to the need for a welcome time. It was only a short period of time, but did stop children playing and learning, to come together.

The Leaders were monitoring and making improvements to the planning systems. Improvements made had resulted in a better balance between the child led and adult directed play. Staff were using the 'spark' from children to then create play and learning experiences.

They evaluated children's experiences and considered how they could deepen the learning experiences offered. We discussed how further developing the play spaces and range of materials could further support the depth, breadth and balance of child led play. Making better use of provocations, an intentional arrangement of materials to spark inquiry and deepen thinking.

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

Staff recognised the importance of creating nurturing relationships and that these were essential for children's growth and development. They worked extremely hard to maintain a high-quality nurturing

environment. Strong connections with families, helped staff to understand and get to know the children's needs. Children had a designated staff member and a group of their peers; they caught up with daily to help build relationships. Children were recognised as individuals and supported to achieve.

Transitions were supportive and effective systems were in place. These enabled staff to support children when they started the setting or when they moved on to primary one. Staff created as smooth as transitions, as possible. This resulted in children feeling safe, loved and respected.

Children's right to dignity and privacy was respected. Children were encouraged to be independent and learn new skills. There was a range of spaces for children to play together or on their own, with soft furnishings to relax and chill out. Children enjoyed cuddling up with staff reading books in the cosy book corner. If they needed a rest, they were provided with a safe, comfortable bed to sleep. Staff were sensitive, kind and compassionate and skilfully helped children to express their needs.

Lunch times were a sociable part of the day. Children connected with their group and designated staff member. Staff and children sat together talking about their day whilst eating meals. Consideration should be given to lunch time and the use of the school dining hall, through the eyes of the child. The tables and stools in the dining hall were not the appropriate size for the children. The walk to the dining hall, resulted in children passing several doorways. Parents shared they felt the meals could be better. Snack was provided in the playroom, given children the opportunity to learn some life skills, preparing and self-selecting foods. Children got to choose when they had snack and who they wanted to sit beside.

Each child had a personal plan in place that identify their needs and how staff would support these. This gathering of information enabled staff to be well informed about children's medical and development needs, including personal preferences. We discussed a few minor improvements that could be made in the plans to ensure they provided up to date information for example, around toilet training. Ensuring staff had easy access to children's current needs. Staff worked closely with support agencies to ensure for children with additional needs, they had appropriate targets and strategies outlined to be followed.

Medication procedures were well established and staff were fully aware of children's medical needs including allergies. We have suggested they store the medication forms alongside the medications, within the storage containers. This is to ensure it is easy for staff to check how it should be administered and when medication has been last given.

Staff have created positive relationships with families. They were comfortable entering the playrooms in the mornings and talking to staff about their child's needs. This created a welcoming environment. Further consideration should be given to welcoming parents into the playroom to further enhance children's end to their day. This could support parents wish, to find out more information about their child's experiences.

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	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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