Kildrum Family Learning Centre
Day Care of Children

Clouden Road
Cumbernauld
Glasgow
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Telephone: 01236 632 104

Type of inspection:
Unannounced

Completed on:
13 November 2025

Service provided by:
North Lanarkshire Council

Service provider number:
SP2003000237

Service no:
CS2003015350

About the service

Kildrum Family Learning Centre is registered to provide care for a maximum of 85 children at any one time, of those 85 no more than six are aged under two years and no more than 15 are aged two years to under three years. At the time of inspection 89 children were registered with the service.

Care is provided from a single storey purpose built building, which is located within a quiet residential area of Cumbernauld, North Lanarkshire. The service is situated close to shops, transport links and other amenities. Children are cared for in three playrooms, which have direct access to their own enclosed gardens.

About the inspection

This was an unannounced inspection which took place on 10 and 11 November 2025 between 09:30 and 16:45. We provided feedback to management and the provider on 13 November 2025. 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, 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
- reviewed electronic feedback from 12 parents
- spoke with staff and management
- assessed core assurances, including the physical environment
- observed practice and daily life
- reviewed documents
- spoke to visiting professionals.

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, improvements were identified relating to core assurances. We have reported where improvement is necessary within leadership.

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.

Key messages

- Quality assurance processes and self evaluation were at an early stage and should be developed and embedded into practice to ensure they are meaningful and effective.
- Children were engaged in play, exploring resources and activities with confidence.
- Children had daily opportunities for outdoor play, helping to support their social, physical and emotional skills.
- Staff knew children very well and responded to their individual needs and wishes.
- Strong relationships had been established with families, which resulted in positive outcomes for children.
- Staff understood the importance of an individual approach to transitions to meet the 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	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

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.

Management and staff all worked together to ensure a positive ethos within the setting. Children and families had been involved in creating a shared vision and values, which focused on promoting positive outcomes for children, as well as ensuring children's voice was valued and at the heart of their approach. Parents told us "my child is settled, nurtured and seen as an individual" and "my child is happy, content, nurtured and safe. [They] are valued by every staff member."

A detailed improvement plan had been developed, which highlighted priority areas for the service to enhance. This included nurture training and staff training. Staff contributed towards the implementation of these priorities, which supported staff to reflect on their practice and the continuous improvement of the service.

Staff worked well as a team and demonstrated a commitment to provide a high quality service. They were motivated, enthusiastic and spoke positively of how continuous professional development supported them within their role. They used best practice guidance and research to inform their practice, which contributed towards positive outcomes for children and their families.

Management and staff used some audit tools as part of their quality assurance processes. This supported staff to develop key areas of practice such as, mealtimes and outdoor play. To support continuous improvement, approaches to quality assurance should be more robust. This should include monitoring and auditing of staff practice, medication, accidents and incidents, and children's observations. (See Area for Improvement 1).

Information was shared with families through a range of communication methods, such as newsletters and daily conversations, which helped families feel included. Opportunities to include families in the service and welcome their feedback was provided through some questionnaires and informal chats. We discussed where approaches could be further developed to involve children and families in evaluating the service's practice, documenting where their contributions impact on practice, whilst supporting improvement.

There was a system in place to monitor the maintenance of the environment and equipment. These had identified some areas where improvement was needed. However, we identified some areas that required further attention. For example, storage within changing areas/bathrooms and general maintenance within some areas. We discussed the importance of children experiencing a clean, safe and well-maintained environment. The service should develop measures to monitor this and ensure action is taken. (See Area for Improvement 2).

The service used the 'National Induction Resource' to support new staff, offering a structured and reflective approach to induction. Staff reported feeling supported by management and spoke positively about their experience. They helped identify areas for individual development and regular management meetings further strengthened support for new staff. This helped to ensure that staff were well prepared to meet children's needs, creating a safe, nurturing and consistent learning environment.

Areas for improvement

1. To support the continuous improvement of the service, the provider should ensure quality assurance processes are robust, covering key areas of practice. This should include, but not be limited to, practice that supports children's care, play and learning.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS), which state, 'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19).

2. To support children's health and wellbeing, the provider should ensure children receive care in a clean and well maintained environment. This should include, but is not limited to, ensuring all areas are clean and identified repairs are actioned. For example, repairs to bathroom areas.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I experience an environment that is well looked after with clean, tidy and well-maintained premises, furnishings and equipment' (HSCS 5.24).

Children play and learn 5 - Very Good

Quality Indicator: Playing, learning and developing

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.

Children within the setting were having fun and were engaged in their learning. Staff recognised play as an opportunity for developing skills for life, supporting children's learning. This included promoting their independence when getting ready to play in the garden. Staff valued children's right to play and supported this through a variety of play based approaches where children could direct their play. This included clay, water play, block play and role play. Children told us they "loved the garden", "liked making cars with the blocks" and "painting pictures."

Careful consideration had been given to the environment both indoors and outdoors, to promote children's choice. Toys and materials were accessible to children, displayed in low down units or wire baskets outdoors, promoting an enabling environment. The use of boardmaker and labelling provided an inclusive approach which was supporting children in directing and participating in play experiences. For example, choice boards indoors and outdoors. We discussed where further visuals could support children to make choices, further promoting child led play. For example, accessing digital technology and nurture areas outwith the main playroom.

Staff understood the importance of outdoor play, which children could access daily through a free-flow approach. Outdoors benefited from a range of materials that supported their curiosity, creativity and imagination. Children were engaged in their play for prolonged periods of time, supported by staff who were attuned to their needs. This meant children were able to develop new ideas and extend their thinking. In addition they were able to balance, climb and take part in risky play. For example, a new rope swing offered opportunities to problem solve together.

Staff interactions supported children's numeracy and literacy skills. Children enjoyed listening to stories and singing with staff.

The use of props helped aid fun and enjoyment, whilst helping to support language development. Mark making resources were available in most areas for older children to explore. For example, paper, pens and pencils. This meant children could access material in a way that was meaningful to them. We asked the service to continue embedding numeracy materials in all areas. For example, more mathematical and digital resources in home area.

Planning approaches in place took account of children's interests and stage of development. Staff had recently changed how they record plans for play experiences and were evaluating this approach. We suggested where more consideration could be given to responsive planning and ensuring intentional planning reflected depth and challenge within opportunities provided.

Observations were shared with families to share updates on children's learning and to celebrate their achievements. Leaders had identified where further training could continue to support staff to develop their skills in identifying and supporting children's progression. We agreed this could further enhance high quality play experiences for children.

The service enriched children's experiences by actively making good use of the local community with regular walks, visits to the shops, park outings that nurtured a sense of belonging. Additionally forest school visits offered a wealth of benefits such as, connecting with nature, developing understanding of caring for the environment and developing 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.

Children experienced warm, caring and nurturing interactions that helped them feel safe and secure. Staff used supportive questions to support children's independence and preferences choice. For example, 'can I help you?' when younger children were navigating equipment. Staff were gentle and nurturing, narrating and talking to children throughout routines and experiences. This included asking children's permission before nappy changes, helping wipe their nose or getting ready for snack experiences. This supported children to develop an awareness of the patterns of the day and prepared them for what might happen next. This respectful approach gave children a clear message that they were valued, helping to build trust and promote a strong sense of self-worth.

Staff understood the importance of an individual approach to transitions tailored to meet the needs of children and families. Home visits prior to children starting played a significant role in building early relationships and easing transitions. Staff worked closely with families to observe and reflect on these to ensure it was a pace that was right for them. This supported parents to feel valued and contributed to trusting relationships between them and staff. One parent told us "throughout [my child's] time at nursery [they] are incredibly well supported and nurtured. Within the centre there is a family feel, focusing upon making everyone feel welcome and approachable."

Older 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 provide support when needed. This provided opportunities to socialise with peers and chat with staff promoting language development. We asked the service to review the lunchtime experience for younger children to help ensure these were calm and relaxed with minimal interruptions.

Suitable procedures were in place to ensure safe administration of medication. Staff had a good understanding of children's health needs and had undertaken training to support their knowledge of complex medical conditions. We discussed how the storage of some medication could be improved. The service agreed to address this.

Children's wellbeing was supported through effective and meaningful personal planning. 'What matters to me' documents captured what mattered to the children, this included their interest and preferences. This reflected an approach that valued children's rights and what is important to them. Regular consultations and reviews with parents had taken place which enabled them to be fully involved in their child's care. Parents told us "I have had multiple discussions with my child's key worker about their personal plan and had the chance to have my own input in [their] learning" and "within their plan my child's voice is very much heard and adhered too ensuring [they] are seen and acknowledged within their own learning."

The service worked closely with external agencies, to ensure children received the care that was right for them. Wellbeing indicators were embedded in plans, with next steps and strategies shared across the staff team to ensure consistency and continuity in their care. This supported children to thrive. A visiting professional told us "the staff work closely with me and are good at implementing any strategies I suggest."

Children and families were at the heart of the service. Staff valued their connections with families and strived to create a warm, welcoming and inclusive environment. Parents attended stay and play sessions, joined forest school visits and had fun at home with home learning bags. This approach supported families to be included in their child's learning and development, whilst positively impacting on the quality of care for children. One parent told us "the services provides care and learning opportunities for the children attending whilst running workshops to assist within families focusing upon parental involvement. Through the many initiatives offered we have had the pleasure of exploring balance bikes at home with the support of also learning within nursery."

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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