St. Edward's Primary Nursery Class
Day Care of Children

South Biggar Road
Airdrie
ML6 9LZ

Telephone: 01236 794 830

Type of inspection:
Unannounced

Completed on:
28 May 2026

Service provided by:
North Lanarkshire Council

Service provider number:
SP2003000237

Service no:
CS2003015351

About the service

St Edward's Primary Nursery Class is registered to provide care for a maximum of 48 children not yet attending primary school. At the time of inspection 32 children were registered with the service.

Care is provided from one playroom within the primary school, which is located within a residential area in Airdrie, North Lanarkshire. The service is situated close to transport links and other amenities. Children are cared for in a bright playroom with direct access to a large garden.

About the inspection

This was an unannounced inspection which took place on 27 and 28 May 2026, between 09:00 and 16:00. 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:

- spoke with children using the service
- spoke with two parents using the service
- reviewed electronic feedback from eight 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 very good, supporting them to feel involved in their child's care.
- Children participated in high quality play which was supporting them to progress in their learning.
- Children's health and wellbeing was promoted by regular access to outdoors.
- Children received nurturing care and support from staff who were kind, caring and responsive to their needs.
- Children rights were embedded in staff's practice.
- Managers and staff should continue to review lunch time to maximise opportunities for choice and independence.

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

Quality Indicator: Leadership and management of staff and resources

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 and families had been involved in creating the service's vision and values, which focused on promoting positive outcomes for children. The vision to create positive and caring relationships based on trust, was embedded in practice. Staff used a rights-based approach to deliver safe, nurturing and responsive care, that placed children and their families at the heart of their approach. Parents told us they were "happy with the service provided and appreciate the care, support, and positive environment you create for the children" and "the most positive aspects of my child's experience in the service are the caring and supportive staff, the welcoming environment."

The service had created conditions where everyone felt empowered and confident to initiate change. This was achieved through distributive leadership, consultations with all stakeholders and a collaborative approach to self-evaluation. This helped to create a positive culture and demonstrated the service's high aspirations for children and families.

Quality assurance and self evaluation was contributing towards the development of the service. A quality assurance calendar and a detailed improvement plan was tailored to the service's needs. Leaders effectively used data to drive change at an appropriate pace that was both meaningful and sustainable. Effective audit systems covered key aspects of nursery provision. This included monitoring interactions, experiences and learning journals. These had identified strengths and identified where improvement could be made. Agreed outcomes and expectations were understood and provided further opportunities for staff to develop their skills and confidence.

Self-evaluation was at the heart of the service approach. Staff were reflective of their practice through a shared approach to self-evaluation. This included, using improvement frameworks to reflect on key areas of practice. Moderation and peer assessment was used to support continuous improvement within the setting. These approaches helped to drive and support improved and sustained outcomes for children.

Staff worked well as a team and demonstrated a commitment to provide a high-quality service. Staff were motivated and enthusiastic within their role and spoke positively of how continuous professional development supported them within their role, using current guidance and research to inform their practice. This included training linked to children's rights, supporting children literacy skills and schematic play. We discussed where approaches to staff evaluating their training could be further developed to record the impact of training and how this has contributed towards positive outcome for children.

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 noticeboards and daily conversations, which helped families feel included. The service had developed a 'you said we did' approach that documented how families' contribution was impacting on practice and supported improvement. One parent told us, "I feel that both my child and I are involved in a meaningful way in helping to develop the service.

It is positive to feel that our views are valued and that the service is always looking at ways to improve for the children and families who attend."

The induction process supported new staff to become familiar within their roles and become familiar with the setting. Staff reported feeling well-supported by management and mentors, and spoke positively about their experience. One staff member told us "the Lead Practitioner takes you through the areas of the nursery, planning, observations, policies and procedures. [They are] always available for help and advice for all staff. [They] checks in with you to make sure you are ok or if you need help or go over anything you don't understand."

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, which helped to support children's learning. This included, promoting children's independence when getting ready to play in the garden and providing opportunities for cutting fruit within role play in the home corner.

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 block play, water/sand play and role play. Children told us they liked "drawing pictures", "playing in the sand" and "we get to go outside everyday." The delivery of parent workshops, which included learning together/growing forever, helped to promote parents' awareness of everyday opportunities to support children's play and learning. One parent told us "my child is learning so much through play. Simple things, like going to the shops and making snacks helps to build [their] confidence, communication, and learning skills, and it is clear the staff make an effort to ensure activities are enjoyable and inclusive for all children."

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, which promoted an enabling environment. However, we discussed where some areas outdoors would benefit from being further developed. For example, further enhancing the mud kitchen with natural resources that promote children's senses and developing the outdoor 'house.' Additional toys and materials in these spaces could further enhance curiosity, creativity and imaginative play. The service had plans to develop these spaces, with a focus on improving literacy and numeracy. We agreed this would continue to support children's play, learning and development.

Staff understood the importance of outdoor play, which children could access daily through a free-flow approach. Whilst we identified some areas outdoors that could be further developed. Overall, outdoors benefited from a range of open-ended materials that supported children's curiosity, creativity and imagination. 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. Staff supported children's schematic play (repeated patterns of behaviour) and provided challenge to further extend children's play.

Staff were knowledgeable and demonstrated a strong understanding of what children need to learn and develop. Staff were responsive to children and interacted in a way that supported their thinking and learning. They encouraged children to use their voice or visuals to share their ideas. This supported children to influence how spaces where used to develop their play ideas. For example, children were included in selecting new resources for outdoor spaces and could request toys and materials to extend and add to their play experiences.

Staff interactions supported children's numeracy and literacy skills. Effective questioning, commenting, repetition and narrating experiences was supporting children's communication and language skills. Children enjoyed listening to stories, singing with staff and participating in communication programmes. The use of props to support literacy experiences, helped aid fun and enjoyment. Mark making resources were available in most areas, this supported children to access material in a meaningful way to them. We asked the service to continue to review the environment, embedding digital technology in all areas.

There was a balance of planned and responsive opportunities to support children's play and learning. Child led play was at the heart of the service approach, with children's voice clearly influencing play experiences provided. An 'in the moment' approach to planning was supporting staff to respond to children current interest, which helped to promote children's learning. This was supported with staff observations to recognise and extend children's knowledge, which helped to inform next steps in planning.

The service have developed their approach to tracking and monitoring. Staff were using data to analyse children's learning and identified where further support could be implemented. This supported staff to provide personalised support to promote children's learning, development and progression at a pace that is right for them.

The service enriched children's experiences by actively making very good use of the local community. This included regular walks, visits to the shops, library and park outings, which helped to nurture a sense of belonging. Additionally, forest school visits offered a wealth of benefits such as, connecting with nature, developing an understanding of environmental responsibility, and instilling a sense of wonder and respect for nature. Parents told us, "the service provides weekly park visits, where [my child] has opportunities to run, play, explore, and be active outdoors. They also do weekly visits to Morrisons, which [they] really enjoy, as it gives [them] the chance to experience outings in the community, learn about different foods and surroundings, and build confidence in social settings" and "my child especially benefits from the regular outdoor play and community outings, which are excellent for [their] wellbeing and development."

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. Parents told us "the staff are friendly, approachable, and do a great job helping my child feel safe, happy, and settled" and "my child feels comfortable with them, and we appreciate the support and kindness they show every day."

Staff understood the importance of individual approach to transitions, which were tailored to the needs of children and families. This included between home to nursery and onto school. 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 and helped them feel safe. 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 connection with families.

Children's rights were reflected in staff practice and children were confident when talking about their rights. They told us "I have the right to play football", "I have the right to be safe", "I have the right to drink water" and "I have the right to live here." Children's dignity and rights were also respected through warm, nurturing care. Staff consistently sought children's permission before helping with nose wiping or supporting with dressing. This respectful approach gave children a clear message that they were valued, which helped to build trust and promote a strong sense of self-worth.

Mealtimes were a positive and sociable experience for children. Children benefitted from being involved in planning, shopping and preparing snacks. This was a valued part of the day and promoted positive attitudes to healthy eating and enjoyment of food, as well as promoting skills for life. However, we discussed where children would benefit from more opportunities at lunch time to develop their independence and strengthen other life skills. Staff agreed to take this forward.

Staff worked closely with families to gather important information to meet their needs. This included health and medical needs. Suitable procedures were in place to ensure safe administration of medication. Staff had a good understanding of children's health needs. We discussed how the storage of some medication could be improved. The service took steps to action this immediately.

Children's wellbeing was supported through effective and meaningful personal planning. Wellbeing indicators were reflected within personal plans and clearly demonstrated how children would be supported and challenged within their development. 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 regular opportunities to discuss my child's care, play, and learning, and the staff keep me informed about [their] progress, daily activities, and any important updates" and "we are regularly asked how the nursery can support our child. All children have access to extra support if needed."

The nursery valued multi-agency collaboration, which strengthened holistic approaches to getting it right for children. They had identified and implemented clear and detailed strategies to meet children's 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, welcoming and inclusive environment. Staff actively embraced opportunities to engage with families in the setting and celebrated children's achievements. Parents attended a variety of workshops sessions. This approach supported families to be included in their child's learning and development, while positively impacting on the quality of care for children. The service also delivered programmes aimed at helping parents to support their child at home, Solihull approach, 'understanding your child programme.'

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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