New Monkland Primary Nursery Class
Day Care of Children

Raebog Road
Glenmavis
Airdrie
ML6 0NW

Telephone: 01236 794 883

Type of inspection:
Unannounced

Completed on:
23 April 2026

Service provided by:
North Lanarkshire Council

Service provider number:
SP2003000237

Service no:
CS2003015374

About the service

New Monkland Primary Nursery Class is registered to provide care to a maximum of 44 children aged three years to those not yet attending primary school at any one time.

Children are cared for across two play rooms and have access to an enclosed outdoor space. The service is located in the village of Glenmavis, close to Airdrie, in North Lanarkshire.

About the inspection

This was an unannounced inspection which took place on 21 and 22 April 2026 between the hours of 09:30 and 15:45. We provided feedback to the service and the provider on 23 April. 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.

To inform our evaluation we:

- spent time with children using the service
- reviewed electronic feedback provided by six families
- spoke with a six parents/carers
- assessed core assurances, including the physical environment
- reviewed electronic feedback from staff and spoke with them face to face
- 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

- Children experienced consistent, high-quality care within a well led and organised service where staff worked effectively together to meet children's needs.
- Children benefited from strong, nurturing relationships from staff who knew them well and responded sensitively to their needs.
- Children were engaged in meaningful, child led play across the day. They made choices, followed their interests and sustained play for extended periods.
- Children's learning was extended through skilful and responsive staff interactions which supported thinking.
- Children experienced inclusive practice which supported all to participate fully.
- Children developed confidence, independence and a strong sense of belonging. They felt supported to explore, make choices and engage positively with others.

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 experienced high quality care from a confident and consistent staff team. Leaders worked alongside practitioners, modelling clear expectations through their daily involvement. Staff described leaders as approachable and available when guidance was needed. This resulted in children experiencing consistent, high quality care and learning across all areas of the setting.

Children benefited from a staff team who accessed high quality training that built skills and confidence for champion roles and safeguarding culture. The service fostered a committed, community-focused ethos through a clear, purposeful improvement journey led by visible leadership. Since the last inspection, staff demonstrated improved understanding, more consistent practice and greater confidence in their safeguarding knowledge. Regular discussions, policy reviews and monitoring supported consistency. This helped to ensure that children were cared for safely by knowledgeable staff.

Children experienced a well-organised service, with thoughtful reflection embedded consistently in practice. Leaders and staff clearly explained the approaches they used and how these supported children's care and learning. Staff worked as a team to share ideas and consider how practice could best meet children's needs. This supported children to experience care and learning that was well planned and responsive.

Children and families experienced leaders and staff who were open, welcoming and supportive. Parents spoke confidently about the service and described staff as approachable and helpful. One parent shared that staff "go above and beyond," highlighting strong relationships across the setting. This created a trusting environment where children felt secure and supported in both nursery and home contexts.

Children were protected by clear and well managed systems which supported their safety and wellbeing. Processes such as medication, risk assessments and daily routines were understood and followed by staff. Leaders ensured systems were organised and regularly reviewed to maintain high standards. This supported children to remain safe, well cared for and protected within the environment.

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 experienced high quality, child led play that was engaging, meaningful and sustained across the day. They could choose toys and materials for themselves and showed high levels of engagement in their play for extended periods. Children moved confidently between areas, returning to experiences to extend and deepen their play. Staff followed children's interests closely and adapted the environment to reflect these. This enabled children to take ownership of their learning and develop confidence and independence.

Children's thinking and learning were supported and extended through responsive staff interactions. Staff worked alongside children, using open questions such as "what might happen if...". They gave children time to think, respond and build on their ideas. Staff recognised when to step in and when to observe, allowing learning to unfold naturally. This helped children develop problem solving skills, creativity and sustained thinking.

Children experienced meaningful learning that was clearly shaped by their interests and ideas. Practitioners used this information to effectively plan, consulting with children and capturing their voices through creative and imaginative experiences. Observations were used well to identify children's development and next steps, supporting progression. As a result, children steadily developed their skills and knowledge, showing increased confidence and independence in their play and learning.

Children confidently shared their views and led their experiences throughout the day. They spoke about what they enjoyed and contributed ideas to play and planning. One child told us, "I like playing in the mud kitchen, I love getting messy." Children engaged in conversations with adults and peers, sharing thoughts and building on each other's ideas. This supported children to feel valued, develop communication skills and take an active role in their learning.

Children benefited from rich outdoor experiences that extended learning beyond the playroom. They accessed outdoor spaces regularly and engaged in physical, creative and exploratory play. Parents described these opportunities as "second to none" and valued the variety of experiences available. Children explored local woods, parks and community spaces, making connections with the wider environment. This supported children to develop confidence, curiosity and an understanding of the world around them.

Children experienced a warm, nurturing and emotionally rich environment where they felt safe, secure, valued and cared for. Staff used a range of communication approaches, including visuals and clear strategies, to help children feel understood. Children were encouraged to express their needs in different ways, such as signing and gesturing. This helped build confidence as they developed their language skills. The inclusive culture was evident across the nursery and supported children to take part in experiences. This meant that children remained engaged with their peers and made positive progress in 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.

Children experienced warm, caring and responsive relationships. Staff showed love, kindness and genuine care through their interactions and responses to children's needs. Children confidently approached adults for comfort, support and reassurance during play. This supported children to feel safe, secure and confident as they explored and learned independently.

Children developed independence through respectful and well supported care routines. They were encouraged to take part in everyday tasks such as handwashing and preparing for mealtimes. Staff provided support when encouraging children to try things for themselves. Approaches were inclusive and responsive to individual needs, supporting children's rights and ensuring positive experiences for all. This supported children to build confidence and independence in their daily experiences.

Children experienced calm, positive mealtimes that supported wellbeing and independence. They served themselves food, chose what to eat and sat socially with peers and staff. Staff showed kindness and attentiveness through warm interactions and gentle guidance during routines. Children were relaxed, engaged and confident throughout the experience. This supported children to develop independence, social skills and positive relationships with others.

Children's wellbeing was strengthened through strong partnerships with families. Parents described staff as "like second parents" and shared that their children felt happy and well cared for. Communication between staff and families was regular and supportive. This ensured children experienced consistency and reassurance between home and nursery.

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 support children's wellbeing, health and safety, the provider should ensure policies and procedures are adhered to. This should include, but is not limited to:

- Ensuring all staff are familiar with and adhere to policies and procedures in place, especially in relation to first aid protocols.
- Systems being in place which effectively audit data, to identify any adjustments required to ensure compliance with policies and procedures.
- Ensuring accidents and incidents are correctly identified, recorded and reported in accordance with the Care Inspectorate's document: 'Early learning and childcare services: Guidance on records you must keep and notifications you must make. (Scottish Government (2025) Early learning and childcare services: Guidance on records you must keep and notifications you must make. March)

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that:

"I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes" (HSCS 3.14).

This area for improvement was made on 24 April 2025.

Action taken since then

Staff showed that they were knowledgeable in relation to policies and procedures. Leaders strategies included staff reviewing policies every six months and highlighting these during team meetings. Staff confidently discussed first aid and child protection procedures.

Audits are now in place that review data on a monthly basis. This allows for any gaps in practice to be identified sooner which enhances staff knowledge and children's safety.
Appropriate notifications are now being submitted to Care Inspectorate when required.

Therefore this area for improvement has been met.

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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