

# Mossend Primary School Nursery Class Day Care of Children

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Mossend  
Bellshill  
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**Type of inspection:**  
Unannounced

**Completed on:**  
13 May 2026

**Service provided by:**  
North Lanarkshire Council

**Service provider number:**  
SP2003000237

**Service no:**  
CS2003015394

## About the service

Mossend Primary School Nursery is a daycare of children service which is provided by North Lanarkshire Council. The service is registered to provide a care service to a maximum of 40 children aged three years to those not yet attending primary school.

The nursery forms part of Mossend Primary School in Bellshill and is situated within the main school building. The setting features a large playroom made up of two open-plan, interconnected classrooms, an enclosed outdoor area located in the school playground, and children's toilets positioned directly off the main playroom.

## About the inspection

This was an unannounced inspection which took place on 12 May 2026 between 09:10 and 16:45, and 13 May 2026 between 08:30 and 12:30. This 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 and complaints information, information submitted by the service and intelligence gathered since the last inspection.

To inform our evaluation we:

- spent time with children in the service
- received three completed questionnaires from families and five from staff
- spoke with staff and the management team
- 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

- Children experienced warm, nurturing and responsive care that supported their overall wellbeing.
- Children were happy, confident and enjoying their play and learning.
- Effective questioning supported children to extend their thinking.
- Regular meetings with families supported a shared understanding of children's progress.
- The team were exploring effective ways to gather meaningful feedback from families.
- Developing the outdoor area would support richer play and learning experiences.

## 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	4 - Good
Children are supported to achieve	4 - 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.

### Leadership and management of staff and resources

A shared vision and consistent approach across the staff team helped to create warm, respectful and responsive interactions. This supported children to feel secure and valued. Although the vision, values and aims had not been reviewed for some time, the service recognised the importance of updating them. They planned to involve the whole nursery community in refreshing these statements to reflect their high aspirations for children and their families.

Staff were developing confidence in sharing ideas, making changes and taking on responsibilities. Although this was still at an early stage, leaders understood the importance of continuing to build staff skills so that leadership could grow at every level.

Systems to support self evaluation were in place and promoted a shared way of working across the setting. Staff took part in purposeful reflection, with dedicated time to discuss what had been working well and identify areas for improvement. The team also explored effective ways to gather feedback from families, such as using floor books during stay and play sessions. The manager recognised that gathering views from everyone connected to the nursery would ensure children and families had a meaningful influence on development priorities.

Quality assurance processes and monitoring activities were developing well and helped establish clear expectations throughout the service. Monitoring was evident through reviews of children's learning stories and staff observations, supporting a shared understanding of children's progress. Tracking meetings further strengthened professional dialogue, enabling staff to reflect on their practice and deepen their understanding of children's learning. A quality assurance calendar outlined key tasks throughout the year and supported a planned, organised approach to improvement. We suggested adding scheduled medication review dates to help ensure children's health and wellbeing needs continued to be met. These developing systems were beginning to improve consistency and contribute to positive outcomes for children.

The leadership team recognised the importance of maintaining appropriate staffing levels to meet children's needs. Effective induction processes were in place, with new staff supported through the 'Early Learning and Childcare: National Induction Resource' and guided by the lead practitioner and wider team. This helped ensure new staff were well prepared and confident in their roles.

## Children play and learn 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.

### Playing, learning and developing

Children were busy, having fun, and fully engaged in their play and learning. Staff knew them well, and their understanding of how children learn had a positive impact on the quality of experiences provided. Well-considered invitations to play indoors, including tuff tray activities, mark making prompts and block play, offered an appropriate level of support and challenge. These areas were thoughtfully prepared in advance,

helping children to settle quickly into purposeful play.

Staff were committed to ensuring children accessed outdoor play regularly and worked hard to overcome the limits of the building layout. As a result, children continued to benefit from daily outdoor experiences. However, the lack of free-flow access reduced children's choice and independence. Developing the outdoor area to create more opportunities for wonder and excitement would support richer play and learning experiences. For example, adding greenery to form a softer, more natural space that encourages children to immerse themselves in nature, and offering high-quality prompts that spark curiosity.

The local community was used to widen children's learning, with opportunities such as forest kindergarten sessions and walks to the park, library and nearby shops. These experiences helped children grow in confidence and develop a strong sense of belonging.

Children's learning was well supported by staff through effective, open ended questioning that encouraged deeper thinking. Staff showed good awareness of when to step back and observe and when to step in to extend learning. Children interacted with one another in friendly, playful and respectful ways, creating a positive and welcoming atmosphere. These caring and responsive interactions helped children feel secure, confident and at ease.

Planning and assessment approaches were child centred and reflected children's individual needs and interests. Staff used careful observations of play to shape responsive experiences and plan future learning. Regular meetings helped staff review children's progress, agree learning targets with families and build a deeper understanding of individual learners. One family shared that attending these meetings kept them informed of long term goals. However, children's progress in relation to next steps was not always clear within learning stories. Highlighting achievements and progress more clearly would give children meaningful opportunities to revisit, share and celebrate their learning.

## Children are supported to achieve 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.

### Nurturing care and support

Children experienced warm, nurturing and responsive care that supported their overall wellbeing. Staff knew children and their families well, enabling them to build strong, trusting relationships. Care routines were individualised and delivered with compassion and kindness. Staff were attuned to children's verbal and non verbal cues, responding sensitively throughout the day. This consistent approach helped children to feel happy, confident and secure. Families spoke positively about the staff team, describing them as helpful, patient and friendly.

Children's wellbeing was well supported through effective personal planning. Plans were centred around each child and created with input from children, families and other professionals when needed. They were reviewed regularly to keep them relevant and meaningful. This approach ensured families were included and strengthened partnerships that supported children's overall development.

Mealtimes and snack routines were valued parts of the day and offered mostly positive social experiences. Staff encouraged children's independence by involving them in everyday tasks, such as helping to prepare snack and serving themselves at lunch. Staff were reflective in their practice and open to suggestions for further improvement, demonstrating a strong commitment to getting it right for children.

The pace of the day and transitions were managed well, helping children feel safe and settled. Staff thought carefully about any moments when play needed to pause, such as moving between areas, and involved children so that routines felt calm and predictable. Children preparing for school were well supported, helping them grow in confidence as they explored new spaces and experiences. The service was also strengthening how new children and families were welcomed from home, helping to build positive relationships and a smooth start to nursery life.

Children's health and wellbeing needs were being met, with systems for storing, recording and reviewing medication continuing to develop. We highlighted the Care Inspectorate's 'Management of Medication in daycare of children and childminding services' guidance to support the service in strengthening these procedures and ensuring they are robust.

## Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at [www.careinspectorate.com](http://www.careinspectorate.com).

## Detailed evaluations

Leadership	4 - Good
Leadership and management of staff and resources	4 - Good
Children play and learn	4 - Good
Playing, learning and developing	4 - Good
Children are supported to achieve	4 - Good
Nurturing care and support	4 - Good

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