Early learning and childcare (ELC) setting shared inspection report

Glenmanor Nursery Class

North Lanarkshire Council
28 April 2026

In February, a team of inspectors from HMIE and the Care Inspectorate visited Glenmanor Nursery Class. During our visit, we talked to parents/carers and children and worked closely with the headteacher and staff.

Key inspection findings

- Children were settled, happy and confident exploring the environment. They benefitted from caring interactions from staff which supported their overall wellbeing.
- Children benefit from a positive staff team who welcomed opportunities to learn and reflect together.
- Staff have made significant improvements to the learning environment. They have created a welcoming and inviting environment for children. This helps children feel safe and secure.
- The headteacher and staff should develop robust systems for observing, planning, assessing, and tracking children's progress across all areas of their learning. Children's progress in early literacy, numeracy and wellbeing development should be carefully monitored to ensure the best possible outcomes for every child.
- Senior leaders and staff should continue to review and develop high quality learning opportunities for children across the learning environment, indoors and outdoors.
- Staff should be supported to access meaningful training and learning opportunities, to help build their knowledge and skills to promote positive outcomes for children.
- Mealtimes should be developed to create a more relaxed, sociable and nurturing experience for children. This includes reviewing the snack menu to ensure it fully meets children's needs and preferences.

HM Inspectors and the Care Inspectorate gathered evidence to enable us to evaluate the setting's work using four quality indicators from the Quality improvement framework for the early learning and childcare sectors.

Quality Indicator	Evaluation
Staff skills, knowledge, values and deployment	satisfactory/adequate
Learning, teaching and assessment	satisfactory/adequate
Nurturing, care and support	satisfactory/adequate
Children's progress	satisfactory/adequate

Summary of inspection findings

Key contextual Information

Glenmanor Nursery Class is part of Glenmanor Primary School in Moodiesburn, in North Lanarkshire. It is registered to provide early learning and childcare for a maximum of 44 children at any one time. It caters for children aged three to those not yet attending primary school. There are currently 35 children enrolled in the service.

The nursery is situated within the main school building and operates within the hours of 8:45 am to 2:45 pm during term time. There are two large playrooms and children access the gym and sensory room within the school. Children have free flow access to a fully enclosed outdoor play area. The headteacher of the primary school is the registered manager and there is a nursery team lead who has day-to-day responsibility for the nursery. There are four practitioners and three support workers.

Leadership: Staff skills, knowledge, values and deployment

The service had recently experienced significant changes within the staff and leadership team. Whilst this had been challenging for staff, they worked hard to develop positive relationships with one another, and new staff were welcomed into the team. This helped create a welcoming and positive environment for children. Staff were confident in sharing ideas with each other, which promoted an open and reflective ethos.

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All staff were at the early stages of developing leadership roles. They had been inspired and motivated by some recent training opportunities, helping them to reflect on practice and build their knowledge and skills. For example, understanding of play to facilitate developing the environment and block play. This learning supported staff to develop the use of loose parts, particularly outdoors, where children benefited from enhanced opportunities to explore and experiment.

Staff were encouraged to improve the environment for children and had developed calmer and nurturing spaces to support children's wellbeing. For example, by creating softer displays and adding natural lighting and materials. With support from local authority leaders, they used tools to audit play spaces 'through the eyes of the child' helping them identify meaningful improvement. Staff acknowledged they would like to continue this journey and that they would benefit from further opportunities to deepen their knowledge, reflect on training, and sustain improvements to ensure consistently high-quality care, play, and learning.

Due to the pace of change and limited time for staff to reflect together, some inconsistencies in practice were identified. Staff would benefit from revisiting best practice guidance to strengthen their knowledge and build confidence as a team. For example, although staff had identified where improvements were needed to mealtimes, changes had not been sustained in daily practice.

Staff should now be supported to revisit national and local guidance, using self-evaluation approaches to reflect on changes made. Leaders should ensure that systems for monitoring practice are in place to help ensure improvements become embedded. (See area for improvement 1).

Staff communicated well with each other throughout the day, helping to ensure children's needs were met. Rotas were in place to ensure children received consistent care across the day, which supported smoother transitions and contributed to positive communication with families. Weekly meetings enabled staff to share information and plan experiences for children.

Due to working patterns staff would benefit from additional protected time to reflect together, build consistency and develop shared understanding. Leaders should ensure they have opportunities to meet with managers to discuss training needs and make best use of the skills and abilities across the team.

At the time of the inspection, nursery staff provided care to a school-aged child within the nursery at lunch time. This had the potential to impact on their ability to meet the needs of younger children. When we shared this concern with leaders, we were assured that prompt action would be taken to address this.

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Areas for improvement
To support children's wellbeing, learning and development, the provider should ensure that staff access training that is appropriate to their roles and responsibilities, and that they are supported to apply this learning effectively in practice. This should include but not be limited to; revisiting relevant national and local guidance to strengthen their understanding of high-quality practice and ensure consistency across the team.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: 'I experience high quality care and support based on relevant evidence, guidance and best practice (HSCS 4.11).

Children play and learn: Learning, teaching and assessment

Staff have built positive relationships with families and welcome children warmly into the nursery. As a result, most children settle quickly and are keen to engage with the activities on offer.

Staff value recent training on pedagogy, this is impacting positively on their practice. They have reviewed and improved the environment, creating inviting spaces for learning. Staff make effective use of the outdoor area, to provide stimulating loose parts which are well-used by children. There are inconsistencies in the quality of the experiences offered to children across the nursery. This means children do not always receive experiences that provide them with appropriate challenge. As planned, staff should continue to develop learning opportunities which inspire curiosity and creativity and offer appropriate levels of challenge for all children.

All staff demonstrate nurturing interactions with children. Children feel safe and secure. Staff respond positively to children's ideas and interests as they play. For example, they effectively support children as they build obstacle courses for balancing and ramps to explore forces. Staff should now include more open-ended questions in their interactions and commentary. This should better support children to extend their learning.

Most children play well together. Staff intervene appropriately to support children to manage their emotions, using strategies such as distraction. They are beginning to use props and stories to support children to identify and name their emotions. They are at early stages of using the language of children's rights and wellbeing indicators with children. Staff should continue to develop their approaches to supporting children's emotional wellbeing and their understanding of their rights and embed this in daily practice.

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Staff encourage children to be independent through daily routines, such as pouring their own drinks at snack time. They should now identify further opportunities to promote and support increased independence throughout the day.

Children have access to an interactive white board and play games on individual tablets which they enjoy. Staff now need to continue to develop their use of digital technologies creatively to extend children's learning.

Staff are beginning to develop their skills in observing, planning and assessing children's learning. They make clear links to Curriculum for Excellence experiences and outcomes through a recently introduced intentional planning format. They plan experiences informed by children's interests as well as seasonal and cultural events as contexts for learning. Staff now need to develop further their approaches to planning for learning with a focus on responsive planning with children.

Staff are trialling learning books with photographs and written observations for a small number of children. They need to ensure that every child's significant learning is recorded effectively. Staff should use information about children's learning to identify appropriate individual targets that are focused on learning and reviewed regularly. Staff should also ensure that the record of learning is shared with each child and their family. Staff have identified specific learning targets for children who require additional support with learning. They have put plans in place outlining strategies to help identified children. Staff should ensure that these plans are reviewed and evaluated regularly.

Senior leaders have developed and implemented a new system to track key aspects of children's learning and development over time. Moving forward, senior leaders should support staff to gather robust evidence and data of individual children's progress. This should help to ensure that these processes have a positive impact on outcomes for all children.

Children are supported to achieve: Nurturing care and support

Children were settled, happy and confident in the environment. They benefitted from staff that knew them well and they mostly received kind and caring interactions that promoted their wellbeing. Staff were responsive to individual needs and children confidently approached them for support. Staff offered reassurance and cuddles, which helped promote children's sense of security. At busier times, interactions became more task-focused to support daily routines. For example, giving instructions for handwashing and organising lunch time.

Children experienced daily routines, which mostly supported their wellbeing. New children settled well and were supported through a flexible transition period that met their needs and helped them feel safe and secure. Younger children were supported

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by older children and joined in with play, which contributed to their social development and sense of belonging.

Staff recognised the importance of building positive relationships with families. They gathered information in children's personal plans, including health and medical information. Further consideration could be given to how they use this information to build on their strengths and interests. Staff agreed to reflect on this going forward. Parents welcomed opportunities to attend stay-and-play sessions. This included, cooking opportunities and creative experiences such as making junk models with recycled materials. This promoted opportunities for children and families to learn and play together. We discussed how the service could further develop the daily transition from home to nursery to strengthen meaningful relationships and strong connections with families.

Whilst steps had been taken to review the lunch time routine to make this a more nurturing experience for children, further improvements were needed. At times, this was busy, and staff became focused on the organisation of routine tasks. This led to increased noise levels and periods where children waited for lunch, or for their peers to finish before returning to play. Staff should continue to monitor this experience and make changes to create a more relaxed and positive mealtime for children.

Children accessed a morning snack and hot meal at lunch time, which took account of their individual dietary needs. Menus were shared with families and staff monitored if children were eating to help ensure they were not hungry. Whilst children who did not eat the main meal were offered a small snack, we discussed widening this to provide options for all children in the afternoon, to ensure it meets their needs, choices and individual appetites. Staff should revisit their 'loving lunch' policy and best-practice guidance to support further improvements to mealtimes. Staff should also ensure drinking water is easily accessible throughout the day to ensure children remain hydrated. (See area for improvement 2).

Staff worked closely with families to ensure children who required medication received this safely. Information on children's medical needs was recorded and reviewed to ensure this was up to date. Medicines were stored safely, out of reach of children. We asked leaders to make small changes to ensure rescue medicines were not locked in cupboards, allowing staff to access them without any delay if needed. This was actioned immediately.

Areas for improvement

To promote children's wellbeing and ensure they have a relaxing and positive eating experience, the provider should improve mealtimes. This should include, but not limited to, promoting opportunities for independence, reviewing routines and reviewing the snack menu to ensure it meets the needs of children.

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

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'I can enjoy unhurried mealtimes in as relaxed an atmosphere as possible' (HSCS 1.35) and 'I can choose suitably presented and healthy meals and snacks, including fresh fruit and vegetables, and participate in menu planning' (HSCS) 1.33.

Children are supported to achieve: Children's progress

Most children are making satisfactory progress appropriate to their developmental stage across their learning. Most children, including those who require additional support, make choices about where and what they will play and learn. The majority of children work well alongside others and are beginning to develop friendships. They challenge themselves as they develop their physical skills outdoors, running, balancing and building with loose parts. Most children develop confidence and resilience well as they play and learn indoors and outside.

Most children engage well with opportunities to apply and develop their skills in early language and communication. They enjoy talking to adults and peers, and the majority listen to and follow simple instructions well. Children are keen to share books and stories with adults and peers as they play. They create their own stories successfully as they role play with small world, water and construction materials. A few children are beginning to identify words and letters. Mark-making resources are readily available indoors and outside. Most children are developing their mark-making skills well, with a few showing an interest in forming letters and words. Staff should continue to promote children's literacy development through songs and rhymes throughout the day.

Children explore size, measurement, and number as they play. They are beginning to use mathematical language when naming shapes, comparing sizes and accurately identifying numerals within 10. They problem-solve and explore shape enthusiastically through block play. Staff should continue to embed opportunities for children to apply and develop literacy and numeracy skills across the nursery environment. They should take steps to ensure that they maximise opportunities for children to use these skills in meaningful contexts. For example, by providing children with experiences in writing menus for snack or following simple recipes.

Staff are beginning to celebrate children's successes in nursery displaying their achievements on a wow wall. They praise children well when they achieve success. As staff transition to new systems for evidencing children's learning, they should ensure that they include opportunities for all parents to share children's home experiences. This should help staff to plan experiences in nursery which build on children's prior learning and achievements out with nursery.

Staff have built positive relationships with families and welcome parents into nursery for well-attended stay and play sessions. Staff use an increasing range of strategies to reduce potential barriers to children's progress and wellbeing. In the nursery,

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outdoor clothing is provided for everyone, and the Parent Council funds nursery trips. In addition, staff provide preloved clothing and shoes for families where appropriate. Staff offer enjoyable story and song sessions for families. They also encourage families to take home nursery books. Families value the individual support they are offered, if needed. Staff should continue to develop opportunities to work together with families to support children's learning and development.

Staff know children well as individuals. They work appropriately with parents and other professionals to offer personalised support where a need has been identified. Staff should continue to improve their approaches to gathering data about every child's progress in learning and monitoring the effectiveness of targeted support. This should enhance their understanding of children's progress as learners and enable them to identify any gaps in learning or where children require further challenge.

Safeguarding (HMIE)

Inspectors discussed safeguarding and child protection information provided by the ELC setting with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the ELC setting and the education authority.

Outcome of inspection

We are confident that the ELC setting has the capacity to continue to improve and so we will make no more visits in connection with this inspection.

Helen Mulholland

HM Inspector

Janet Hutchison

Care Inspector

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