

Killearn Primary School Nursery Day Care of Children

Crosshead Road
Killearn
Glasgow
G63 9RN

Telephone: 01360 550 430

Type of inspection:
Unannounced

Completed on:
26 August 2026

Service provided by:
Stirling Council

Service provider number:
SP2003002689

Service no:
CS2003017464

About the service

Killearn Primary School Nursery is a day care of children service which is provided by Stirling Council. The service is registered to provide care to a maximum of 32 children at any one time, aged three years to those not yet attending primary school. The nursery is part of Killearn Primary School and is provided from a separate building situated within the school grounds.

The nursery consists of a playroom, outdoor play space and toilet facilities. The service is close to local amenities including shops, woodlands and parks.

About the inspection

This was an unannounced inspection which took place on 25 August 2026 between 08:30 and 17:00, and 26 August 2026 between 08:30 and 14:45. Feedback was shared with the service on 26 August 2026. 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 throughout the inspection year.

To inform our evaluation we:

- spent time with children and spoke to five family members
- spoke to two intergenerational members
- received 20 completed questionnaires from families
- received six questionnaires 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

- The service had a clear vision and aims that were evident in practice and supported children to be engaged, confident and motivated in their learning.
- Children were motivated, confident and fully involved in their play and learning, demonstrating independence, curiosity and a strong sense of belonging.
- Opportunities were identified to strengthen the recording and tracking of learning to better evaluate children's progress and participation.
- The service demonstrated a strong commitment to intergenerational practice, enriching children's experiences and strengthening their sense of community and belonging.
- Families reported feeling welcomed, informed and involved in their children's nursery experience.

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

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.

The service's vision and aims were clear and evident in practice. Staff consistently promoted these, resulting in children who were engaged, confident and motivated in their play and learning. The service had begun reviewing its vision and values and was encouraged to involve children, families, staff and partners to ensure they remained relevant and embedded in practice, supporting positive outcomes for children.

Following the previous inspection, the service had developed a detailed action plan to address identified areas for improvement. Actions and responsibilities were clearly identified, supporting a structured approach to improvement. As a result, the service was better placed to implement change and enhance outcomes for children.

Self-evaluation processes were in place and demonstrated a commitment to continuous improvement. Children, families and staff were consulted on aspects of the service, including transitions, helping to inform developments and improvements. One parent shared "Feedback sought regularly through different means." We discussed opportunities to strengthen feedback tools and review self-evaluation processes to support meaningful and sustainable change. As a result, the service was well placed to use stakeholders' views to drive improvement and enhance outcomes for children.

The service had implemented a quality assurance calendar that identified key priorities throughout the year. This was supported by regular audits, reviews and compliance checks, which strengthened oversight and supported continuous improvement. As a result, children benefited from a well-managed service where practice was regularly evaluated to improve outcomes.

A three-year improvement plan had recently been introduced, outlining key priorities for development. This provided a clear framework for implementing, embedding and reviewing improvements over time. This meant that the service had the tools to evaluate the impact of change.

Risk assessments were in place and reviewed regularly to reflect changes in practice, the environment and individual needs. This supported a proactive approach to managing risk. As a result, children benefited from a safe environment that supported their health, safety and wellbeing.

Policies and procedures were in place and reviewed regularly to reflect current legislation, guidance and practice. Staff were familiar with key policies and used them to inform their practice and decision-making. As a result, children benefited from a consistent and well-governed service where their health, safety, wellbeing and rights were supported.

Collaboration across the staff team was sometimes affected by wider operational and staffing constraints. Staff shared "Although staff communicate during the day, opportunities for the whole team to come together to plan effectively, reflect and share practice can be limited due to the demands of the day to day running of the setting". Despite this, staff maintained effective communication and worked together to support children's care and learning. Staff recognised that increased opportunities for collaborative planning would strengthen professional dialogue and develop a more consistent understanding of children's experiences and learning. This would support children to continue to experience consistent care and positive

outcomes.

Newly recruited staff had completed in-house and local authority induction programmes. Staff spoke positively about the support and mentoring they received, which helped them settle into their roles. The service had identified opportunities to incorporate the National Induction Resource to further strengthen induction and professional learning for all staff. However, this had not yet been prioritised due to changes within the service. As a result, opportunities to further develop a consistent and comprehensive approach to staff induction had not yet been fully realised.

Annual staff appraisals were in place for all staff and supported by six-monthly review meetings. These provided opportunities for staff to reflect on their practice, identify development needs and review progress towards professional goals. As a result, staff were supported to develop their skills and improve outcomes for children.

Children play and learn 5 - Very Good

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 were motivated, confident and engaged in their play. They made choices, explored their environment independently and led aspects of their learning. One child shared "I like to read stories and look at stories" while another shared "Love the garden, it's really fun for running about". Children interacted positively with peers and staff, demonstrating enjoyment, confidence and a sense of belonging. As a result, children experienced a nurturing environment that supported their wellbeing, learning and development.

Staff consistently interacted with children in a warm, respectful and responsive manner. They were attentive to children's cues, engaged at their level and used encouragement and praise to support wellbeing and engagement. Families identified positive relationships as a key strength of the service. Staff extended learning through effective questioning, meaningful commentary and allowing children time to think, respond and develop their ideas. As a result, children felt valued, confident and supported to lead and extend their learning.

Planning included child-led, adult-initiated and adult-led experiences. Child-led planning was informed by children's interests and questions, such as wanting to learn about different people's jobs. Adult-led experiences included both universal and targeted learning opportunities to meet the needs of individual children and groups. Adult-initiated experiences extended children's thinking, skills and knowledge through purposeful interactions and carefully planned experiences. As a result, children benefited from a responsive and balanced approach to planning that promoted curiosity, engagement and progress in their learning and development.

Each child had an individual journal that captured their learning and development. Staff recorded children's experiences and identified learning opportunities. However, next steps were not consistently identified, progression over time was not always clearly evidenced, and children's voices were not consistently reflected. Management had identified these areas for development through moderation activities. As a result, there was scope to strengthen the recording and tracking of learning to better support children's progress and participation.

Floorbooks were in place and evidenced children's learning, interests and experiences. They demonstrated how children's ideas, questions and emerging interests informed planning and learning opportunities, including targeted group work. As a result, children benefitted from a responsive approach to learning that valued their views, built on their interests and supported meaningful engagement.

Tracking and monitoring systems were in place and completed three times a year. These helped staff monitor children's progress and identify those who may benefit from additional support or challenge. Information gathered was used to inform planning and targeted interventions. As a result, children were supported to make progress in line with their individual needs, interests and stage of development.

Children's achievements were celebrated both within the nursery and at home. Staff recognised and valued children's successes, while families were encouraged to share achievements from home to contribute to a fuller picture of each child's progress. As a result, children developed confidence, pride and a sense of belonging through having their achievements recognised and celebrated.

Children are supported to achieve 5 - Very Good

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, nurturing interactions from staff who knew them well. Staff were responsive to children's individual needs and developed positive, trusting relationships that supported wellbeing. Children confidently sought support, shared their ideas and engaged positively with familiar adults. One parent shared "It feels a safe and nurturing environment and children are allowed to play and experiment in a safe and supported way". As a result, children felt safe, secure and valued, supporting their confidence, emotional wellbeing and readiness to learn.

The nursery had two pet rabbits, and children had been involved in choosing their names. Families also contributed to caring for the rabbits, strengthening connections between home and nursery. As a result, children developed a sense of responsibility, belonging and respect for living things through meaningful participation in nursery life.

Transitions were positive and well planned. Home visits and a structured settling-in programme supported children and families to build relationships and become familiar with the nursery. Children's drawings and comments were shared with new families, helping them gain an insight into nursery life and feel welcomed from the outset. As a result, children experienced a supportive start to nursery and settled well into the environment. One staff member commented "Our home visits enable us to have these right from the start and I believe our families truly appreciate our role in their child's development". This child-centred approach continued as children moved on to school. Effective transition arrangements supported the sharing of information and promoted continuity in learning and care. As a result, children experienced smooth transitions, felt secure and supported, and were well prepared for the next stage of their learning.

Lunchtime was a positive and sociable experience. Children independently self-served their meals and made choices about what and how much they wished to eat, supporting their independence and decision-making skills. Although staff were not always able to remain seated with children due to operational demands, warm interactions and meaningful conversations were evident throughout. As a result, children experienced a relaxed and nurturing mealtime that promoted confidence, independence and social development.

Personal plans were in place for all children and had been developed in partnership with families, ensuring individual needs, preferences and relevant information were recorded. We reminded the service to review personal plans at least every six months to ensure information remained current and reflective of children's needs. As a result, there was scope to further strengthen personal planning and ensure care and support continued to meet children's individual circumstances.

Following the previous inspection, all volunteers had undergone the necessary Protection of Vulnerable Groups (PVG) checks to ensure they were suitable to work with children and protected adults. The service continued to demonstrate a strong commitment to intergenerational practice, with members of the local community regularly engaging with children through activities such as reading, knitting and speaking French. One parent shared "I love that it has community involvement bringing generations together but giving purpose and company to all ages" while another shared "We particularly value the intergenerational programme. My child is excited to spend time reading and knitting with members of the local community, and these sessions offer meaningful opportunities to build confidence, practise communication, develop patience and form positive relationships with people of different ages". As a result, children benefited from meaningful relationships across generations, developed their communication skills and experienced a strong sense of community and belonging.

Relationships with families were strong, positive and meaningful. Staff worked closely with families to share information, involve them in their children's learning and respond to individual needs. One parent shared 'Staff are friendly, interested and will always have a chat with me in the mornings and at pick up too. I feel welcomed and supported' while another shared "I have come to know the staff over a number of years and their values are something I hold close to my heart. They are friendly, approachable and caring.". As a result, children benefited from consistent support between home and the nursery, promoting their wellbeing, development and sense of belonging.

What the service has done to meet any requirements we made at or since the last inspection

Requirements

Requirement 1

By 30 January 2026, the provider must ensure children are safe and protected from harm because appropriate child protection procedures are followed. To do this, the provider must, at a minimum:

- a) ensure relevant PVG checks are undertaken for all volunteers before commencing their role;
- b) review the child protection policy to ensure that arrangements are in place for safeguarding and child protection in the absence of the manager, and
- c) ensure staff are fully aware of the service's internal and national child protection guidelines and can implement these with confidence when needed.

This is to comply with Regulation 4(1)(a) of The Social Care and Social Work Improvement Scotland

(Requirements for Care Services) Regulations 2011 (SSI 2011/210).

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

'I am protected from harm, neglect, abuse, bullying and exploitation by people who have a clear understanding of their responsibilities' (HSCS 3.20).

This requirement was made on 20 January 2025.

Action taken on previous requirement

The service had completed PVG checks for all volunteers and introduced a monitoring system to ensure checks were tracked and remained up to date. The child protection policy had been reviewed and updated to reflect management changes. Staff had completed child protection training and were confident in the procedures to follow should concerns arise. As a result, children benefitted from robust safeguarding arrangements that supported their safety, wellbeing and protection.

Met - within timescales

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 promote children's safety, health and wellbeing the provider should improve systems for safe administration of medication, risk assessments and implement systems to audit accidents and incidents.

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

'I experience high quality care and support based on relevant evidence, guidance and best practice.' (HSCS 4.11).

This area for improvement was made on 20 January 2025.

Action taken since then

The service had a monthly accident and incident audit process in place that supported the identification of patterns, trends and any actions required. Information gathered through these audits was used to monitor children's safety and wellbeing and informed service improvement where appropriate.

Medication procedures were in place and supported by appropriate consent forms.

A stored medication record was in place, documenting when medication was received by the service and when it was returned to families.

We discussed the individual risk assessments for children with medical needs. The service held signed

healthcare plans provided in partnership with parents to ensure children's needs were clearly understood and appropriately supported. The service was reminded to continue reviewing medication records and procedures within the required three-month timescales to ensure information remained accurate and up to date.

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.scot.

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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