St. Andrew's Nursery Class
Day Care of Children

St. Andrew's Primary School Nursery Class
Eastfield Road
Carrickstone, Cumbernauld
Glasgow
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Telephone: 01236 632 111

Type of inspection:
Unannounced

Completed on:
30 April 2026

Service provided by:
North Lanarkshire Council

Service provider number:
SP2003000237

Service no:
CS2003020175

About the service

St. Andrew's Nursery Class is registered to provide a care service to a maximum of 50 children from age three to not yet attending primary school. The service is part of St. Andrew's Primary School located in Cumbernauld.

Care is provided from a detached building which is situated in the grounds of the shared campus of St. Andrew's and Cumbernauld Primary Schools. Children are cared for in one playroom which has direct access to a secure outdoor play space. The service is situated close to shops, parks, transport links and other amenities.

About the inspection

This was an unannounced inspection which took place on 28 April 2026 between 09:30 and 16:45 and 29 April 2026 between 8:30 and 14:45. 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:

- spent time with children using the service
- observed practice and daily life
- spoke with one parent and received online questionnaires from eight families
- spoke with the management and staff
- received online questionnaires from seven staff
- 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

- Leaders had successfully created conditions where all people felt confident to initiate well-informed change and share responsibility for the process. As a result, commendable improvements had been made since the last inspection which had positively impacted on outcomes for children.
- Leaders and staff demonstrated a strong commitment to a shared vision that reflected the highest possible standards for children and families.
- Children benefited from an inclusive, welcoming environment that fostered strong family connections.
- Staff had high aspirations for children's achievements and encouraged children to recognise and celebrate their successes.
- Children's play was uninterrupted and purposeful, with staff joining sensitively to enhance learning.
- Leaders planned to guide and mentor staff to strengthen observation and assessment skills. This should support a more targeted understanding of what children can do and help staff identify appropriate next steps in learning.
- Lunch time was a warm, homely and relaxed experience, where children were supported to be independent with appropriate help and interactions from adults.

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 thrive and develop in quality spaces	5 - Very 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 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.

Quality Indicator: Leadership and management of staff and resources

Leaders had established a culture where staff felt confident to initiate change and share responsibility for making improvements. They promoted a shared vision that reflected the highest possible standards for children, families, and the wider community. Staff were clear about the improvement journey and understood the purpose behind future development priorities.

The service had recently reviewed and refreshed their vision, values and aims in consultation with staff and families. As a result, these now reflected the context and community they supported. Staff used the values in everyday conversations with children. For example, children were encouraged to reflect on the value 'safe' when engaging in activities such as climbing. Staff balanced this well with opportunities for positive risk-taking, supported by robust procedures and risk assessments in line with Keeping Children Safe: Look, Think, Act (Care Inspectorate, 2021). Approaches such as raising awareness and the use of the SIMOA toy elephant supported children to develop skills in assessing risk. As this practice continues to be embedded, it will further support children to understand and apply the service's values in meaningful ways as they play, learn and develop.

Well-considered and purposeful self-evaluation helped to deliver improved care and learning opportunities tailored to the needs and choices of children. Strengthened communication and increased opportunities to gather the views of children and families were central to enhancing self-evaluation processes. Leaders listened when families shared they wanted to feel more involved and connected to their child's nursery experience. The impact of this approach was evident and had resulted in positive, meaningful change. For example, parents were involved in developing the garden space. As a result, a strong community approach was established, where parents felt included and valued. One parent commented "The communication has improved greatly and everyone is very approachable."

Monitoring and data gathering helped staff to understand the agreed standards and expectations. The pace of change was appropriate and supported staff to develop their knowledge and skills in a sustainable way. This showed that leaders were focused on building strong foundations before moving on to the next stage of the improvement journey. For example, staff were being supported to consider stages of development when planning and evaluating children's experiences. Moving forward, time should be protected so that plans for coaching and monitoring can be fulfilled. This will enable continued improvement to the quality of service provided and outcomes for children.

An induction programme was in place to support new staff as they became familiar with their roles and responsibilities. Leaders identified the need to further strengthen this process by enhancing opportunities for staff to engage with best practice guidance. Developing more structured approaches to reflection and recording learning would support staff to consider how new knowledge can be applied to improve outcomes for children.

Children thrive and develop in quality spaces 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.

Quality Indicator: Children experience high quality spaces

There had been significant improvement in the quality, safety, and maintenance of the environment. Play spaces were carefully considered and developed to be well-equipped, organised and inviting. As a result, children now experienced high-quality care and learning that centred on their needs and interests. Spaces were well cared for and maintained, demonstrating that the setting was valued and respected. The improvements made reflected a strong commitment to the service's values. For example, play areas were now safe and nurturing, providing environments where children could be both emotionally and physically protected. Parents recognised improvements and one parent told us, "The environment is a lot more welcoming and I can see it is inviting and engaging for all the children."

Children were also developing an understanding of how to care for and respect their environment. For example, some volunteered to be lunchtime and boot area helpers, which supported them to become effective contributors. A child said, "I am the helper in the boot area today". To build on this, children could be consistently supported to return resources once they have finished using them. This would help them develop a stronger sense of accountability and responsibility, essential for future self-sufficiency and independence.

The outdoor play space had been redesigned and developed with the support of staff and families. It was now an inspiring and engaging space for children to explore. As a result, children spent a lot of their day purposefully engaged in outdoor play. Children benefited from exploring the community beyond the premises. A recent development was being allocated a nearby allotment to care for. This created new opportunities for them to learn about lifecycles, growth and the science of living things through hands on experiences.

Children were actively involved in shaping the design and use of the spaces, with their ideas genuinely listened to and acted upon. Their contributions were displayed throughout the service, demonstrating that their voices were valued and influential. For example, when children were asked how the garden could be made more enjoyable, one child suggested adding a sandpit, saying, "Build a sandpit as I have one at home and I love it." This idea was implemented, and the outdoor area now includes a sandpit. Leaders and staff should continue to build on this strong practice of meaningful child participation.

Effective record keeping and secure storage systems ensured that children's personal information was well protected. Staff demonstrated a strong understanding of their responsibilities, leading to consistent and safe management of sensitive information.

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.

Quality Indicator: Play, learning and development

Most children remained engaged in their play throughout the day. Play was valued and uninterrupted. Children made informed choices about their play and learning within an enabling environment.

They were motivated to develop a broad range of skills through a balanced mix of planned activities and child-led choices. This enhanced the quality of learning experiences and outcomes.

Children were able to move freely between indoors and outdoors throughout the day, promoting independence and choice. Outdoor learning was highly valued, and children benefited from rich, high-quality experiences. The outdoor area offered a wide range of high-quality resources, including abundant natural materials and loose parts. Children engaged in vigorous physical play as they ran, jumped and climbed. This supported their wellbeing and helped them develop confidence in their physical abilities.

Children's enjoyment of numeracy and literacy experiences was strengthened through storytelling, books, singing, discussions and easy access to relevant resources. Letters, numbers, print, and signs throughout the environment stimulated children's natural curiosity and recognition.

The service placed importance on involving families in their child's learning and the wider life of the setting. Opportunities included invitations for families to join stay and play sessions. This demonstrated staff commitment to engaging families to enhance children's learning experiences.

Staff responded effectively to children's cues and provided warm, nurturing support. They used positive reinforcement well and celebrated children's efforts and achievements. For example, one staff member expressed pride when a child tried a new food. This helped build the child's confidence and sense of accomplishment. Interactions were purposeful, with staff engaging alongside children to extend language and enrich vocabulary. Moving forward, coaching and guidance opportunities could further strengthen staff interaction skills. Approaches such as shared thinking and wondering aloud could extend children's ideas. Balancing comments with developmentally appropriate questions could also deepen thinking. These approaches could further foster curiosity, wonder, and excitement.

The planning approach had been developed, with children's interests and choices central to decision-making. The local authority tracking statements had been reintroduced to improve children's experiences and developing skills. These tools supported intentional and responsive planning opportunities. They helped staff focus on play experiences suited to different developmental stages. Staff were developing practice to consider children's emerging skills when evaluating and planning learning.

Moving forward, leaders planned to guide and mentor staff to strengthen observation and assessment skills. This should support a more targeted understanding of what children can do and help staff identify appropriate next steps in learning. It should also ensure children experience learning opportunities that challenge them at a suitable level. Plans to record individual learning in online journals should enable parents to be regularly informed about their child's progress. A parent told us "I would like more digital updates. These have become more frequent but seeing at least one specific activity my child has enjoyed each week would be lovely to see."

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.

Quality Indicator: Nurturing Care and support

Strong nurturing relationships meant that children were relaxed and content. Most children were happy to arrive at the service and confidently moved to their chosen areas to begin play. This was supported by welcoming staff who were available to greet them. Staff knew children's needs and preferences well. As a result, they provided timely support to help children regulate their emotions and talk about how they were feeling. Clear strategies were in place to promote children's emotional wellbeing. For example, staff recognised when to offer support and when to give children space to self-regulate.

Staff were mindful and focused on how best to support children who were transitioning into the service. They understood the importance of consistent, supportive relationships to help children settle. Dignity and respect were clearly valued, and children's wellbeing was prioritised. Personal care and safe sleep practices were consistently carried out in line with best practice and well-established routines helped children to feel secure.

Children's lunchtime experiences had improved since the previous inspection. Relaxing background music, along with flowers and soft lighting in the centre of the tables, created a calm and inviting atmosphere. Children's independence was actively promoted through self-service and by encouraging them to clear away their own dishes and cutlery. Staff sat with children, engaging in conversation and offering support when needed. This helped to keep them safe and feel valued and included. Flexible routines allowed children to choose when they were ready to eat, ensuring their play was not unnecessarily interrupted. Food options were nutritious, culturally appropriate and safely prepared, with full consideration given to individual dietary requirements. As a result, mealtimes were relaxed, sociable and supportive of children's needs.

The personal planning approach had improved to include relevant, individualised information tailored to each child's strengths, needs and interests. Plans were reviewed and updated at least every six months, or sooner if a significant change occurred. This process was carried out in consultation with families to ensure plans accurately reflected children's care and wellbeing needs. Clear targets, agreed with parents, supported staff to plan meaningful and personalised care.

One parent told us that a target had been introduced to address a concern they had about their child's progress. They shared with us that they were delighted with the improvement their child was making. Advice from other professionals involved in supporting children was also considered when setting targets.

Leaders recognised that, while progress had been made, the development of the personal planning approach remained at an early stage. Staff require further support to build confidence and consistency in assessing and reviewing children's strengths, needs and progress. Additionally, staff practice in multi-agency working required strengthening. This would help to ensure that children who need additional support benefit from coordinated and effective interventions.

Staff valued their connections with families and actively embraced opportunities to engage them in their child's learning. For example, the recently introduced home link lending library, supported families to engage in shared reading opportunities. This helped to encourage a love for reading to support developing literacy and language skills.

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

Requirements

Requirement 1

By 14 August 2025, the provider must ensure children receive care in a clean, safe and well-maintained environment.

To do this, the provider must, at a minimum:

a) ensure furnishings and fixtures are well-maintained
b) ensure all spaces are clean and tidy
c) address unsafe areas in outdoor spaces.

This is to comply with regulations 4(1)(a) and (b)(welfare of users) and 10(2)(b) and (d)(Fitness of premises) 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 the Health and Social Care Standards (HSCS) which state that: 'I experience an environment that is well looked after with clean, tidy and well-maintained premises, furnishings and equipment (HSCS 5.24).

This requirement was made on 31 May 2025.

Action taken on previous requirement
There had been significant improvement in the quality, safety, and maintenance of the spaces.

a) The service had invested in replacing and upgrading furnishings and fixtures. These were now well maintained and cared for. This meant that the setting was valued, respected and looked after to a high standard.

b) The introduction of structured cleaning schedules for nursery and facilities staff, including weekly deep-cleaning routines, had further improved the environment. Spaces were consistently clean, tidy, and well presented, reflecting the value placed on maintaining a high-quality setting.

c) Outdoor areas had become safer. Leaders undertook regular monitoring to ensure that daily safety checks were completed to the expected standard. Monthly audits of accidents and incidents helped leaders identify and respond to any emerging health and safety concerns. Broken or worn fence panels had been either repaired or replaced. The exit gate had been heightened to reduce the risk of children leaving the outdoor area via the school playground. The provider agreed to explore options for raising the height of the fence on the opposite side of the building. This would further reduce the risk across all areas of children leaving the premises unattended.

Met - within timescales

Requirement 2

The service must ensure that personal plans in place were reviewed and updated at least once in every six months, or when there was significant change. Reflect children's individual care and wellbeing needs. Ensure that experiences on offer supported the needs and interests of individual children through better planning by staff and monitored regularly by senior staff, the service must put in place an effective management system by 2 September 2019.

This is to ensure that care and support is consistent with the Health and Social Care Standards which state "My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices". (HSCS 1.15).

It also complies with Regulation 5(1)(2)(a)(b) - Personal Plans of the Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011.
This requirement was made on 31 May 2019.

This requirement was made on 31 May 2019.

Action taken on previous requirement

Personal plan formats had improved to include relevant and meaningful information. Plans were now reviewed and updated at least every six months, or sooner when a significant change occurred. This process was carried out in consultation with families, ensuring that each plan accurately reflected children's individual care and wellbeing needs. Targets were in place to ensure that experiences offered supported each child's specific needs.

Moving forward, staff would benefit from further support to strengthen their skills in assessing and reviewing children's strengths, needs and progress.

Met - outwith 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 support children's wellbeing, learning and development, the provider should ensure that quality assurance processes are improved and impact positively on outcomes for children and families. This should include, but is not limited to identifying and prioritising improvements needed and how they will be achieved, and ensuring they monitor the quality of provision across the service.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19) and 'I use a service and organisation that are well led and managed' (HSCS 4.23).

This area for improvement was made on 30 April 2025.

Action taken since then

Quality assurance processes had significantly improved and had a positive impact on outcomes for children and families. Leaders identified and prioritised areas requiring improvement and carefully considered how these could be achieved and sustained.

This resulted in significant improvements across several aspects of service provision, including:

- the quality and safety of play spaces
- the effectiveness of planning for children's learning
- infection prevention and control practice
- personal planning and medication management
- mealtime experiences.

This area for improvement had been met.

Previous area for improvement 2

To ensure children are fully supported to achieve their full potential staff should continue to develop the use of observations and assessments to identify and plan for children's learning and development.

This is to ensure that care and support is consistent with the Health and Social Care Standards, which state "I am supported to achieve my potential in education and employment if this is right for me" (HSCS 1.27).

This area for improvement was made on 31 May 2019.

Action taken since then

Leaders were supporting staff to develop their use of observations and assessments to identify and plan for children's learning and development. Staff were now setting targets in consultation with parents and these were being considered when planning experiences. Robust plans were in place to develop this further.

This area for improvement had been met.

Previous area for improvement 3

The service should improve their medication procedures in line with current practice guidance. This is to ensure that care and support is consistent with the Health and Social Care Standards, which state "I experience high quality care and support because people have the necessary information and resources". (HSCS 4.27).

This area for improvement was made on 31 May 2019.

Action taken since then

Management of medication procedures had improved to align with current best-practice guidance. Health care plans clearly outlined signs and symptoms to monitor, as well as the steps to take if medication did not alleviate symptoms. Regular auditing of medication was in place to help keep children safe and well.

This area for improvement had been met.

Previous area for improvement 4

The service should ensure risk assessments were reviewed and updated on an ongoing basis, to reflect current best practice. This is to ensure that care and support is consistent with the Health and Social Care Standards, which state "My environment is secure and safe" (HSCS 5.17).

This area for improvement was made on 30 April 2025.

Action taken since then

There had been a robust review of risk assessments across all areas to ensure they reflected current best-practice guidance. Risk assessments were now embedded into daily and weekly routines, with all staff contributing to their implementation. Children were supported to understand how to keep themselves and others safe, helping them develop confidence and awareness in managing risk.

This area for improvement had 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 thrive and develop in quality spaces	5 - Very Good
Children experience high quality spaces	5 - Very 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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