# St. Ignatius Primary School Nursery Class
# Day Care of Children

Loch Park
Wishaw
ML2 7AB

Telephone: 01698 522 736

**Type of inspection:**
Unannounced

**Completed on:**
10 September 2025

**Service provided by:**
North Lanarkshire Council

**Service provider number:**
SP2003000237

**Service no:**
CS2007144814

## About the service

St. Ignatius Primary School Nursery Class is registered to provide a care service to a maximum of 50 children at any one time aged over 3 years and not yet attending primary school. There were 40 children registered at the service at the time of the inspection.

Children are cared for within a large playroom and have access to a secure outdoor play area. The service is located in a residential area of Wishaw, North Lanarkshire and is situated close to shops, transport links and other amenities.

## About the inspection

This was an unannounced inspection which took place on 8 and 9 of September 2025 from 09:15 to 16:30. Feedback was provider to the manager on 10 September 2025. The inspection was carried out by two inspectors 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.

As part of this inspection we undertook a focus area. We have gathered specific information to help us understand more about how services support children's safety, wellbeing and engagement in their play and learning. This included reviewing the following aspects:

- staff deployment
- safety of the physical environment, indoors and outdoors
- the quality of personal plans and how well children's needs are being met
- children's engagement with the experiences provided in their setting.

This information will be anonymised and analysed to help inform our future work with services.

In making our evaluations of the service we:

- spoke with children using the service and received feedback from 18 of their family members
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

## Key messages

- Children were settled, confident and happy in the play spaces.
- New children were supported with a flexible settling in period, supporting them to feel safe and secure.
- Staff knew children well, which helped to meet their needs.
- Daily routines should be reviewed to help ensure children receive calm and supportive transitions.
- The provider should make improvements to ensure children have a positive lunchtime experience.
- Children benefited from free flow access to outdoors, supporting their physical skills and wellbeing.
- A new staff team were in place, who worked well together to build positive relationships with children and families.
- Play spaces had been developed which helped promote children's curiosity, creativity and interests.

## 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

| | |
|---|---|
| How good is our care, play and learning? | 3 - Adequate |
| How good is our setting? | 4 - Good |
| How good is our leadership? | 4 - Good |
| How good is our staff team? | 4 - Good |

Further details on the particular areas inspected are provided at the end of this report.

## How good is our care, play and learning? 3 - Adequate

We evaluated this key question as adequate, where strengths only just outweighed weaknesses.

**Quality indicator 1.1: Nurturing care and support.**

Children were happy, settled and comfortable within the setting for most of the day. Children received reassurance and encouragement during play, which helped support their wellbeing. Staff knew children well and could tell us about their individual needs and interest. One Parent commented "the nursery is always welcoming, and all the staff are a great support to my child."

Children who were new to the setting were supported with an individual approach to become familiar with the setting. This helped them feel safe and secure as well supporting families to feel confident. For example, the length of time in the setting was increased gradually to support children's wellbeing. One parent told us "we're new to the nursery but they have made the transition easy for my child and are always willing to help and keep me informed of their day. They are very supportive and friendly."

We found transitions at busier periods of the day could be reviewed to be more nurturing. For example, tidy up time before lunch was busy and noisy. All children were brought together, for tidy up time, which meant there were many instructions and movement of staff and children. This caused some children to become unsettled and restless. We discussed reviewing daily routines, to help ensure staff were less task focused, which would help ensure all children across the service had consistently positive experiences.

Children enjoyed a relaxed and sociable light breakfast and afternoon snack, where they enjoyed toast, fruit and crackers. They sat with other children and staff, which promoted opportunities for language development. However, the overall lunch time routine was not a pleasant or relaxed experience for children. Children ate in the school dining hall which was noisy and children could not sit comfortably on the furniture. Staff interactions became less nurturing as they were busy organising and serving meals. This meant at times children were not always heard when voicing their needs. We acknowledged the provider planned to install handwashing sinks within the playroom and told us they plan to develop a rolling lunch approach. (See area for improvement 1).

Whilst the service provided hot meals for children, we found many families chose to provide a packed lunch to support their child's preference. Many children did not like the main meal and there was no alternative option. At times, there was a limited supply of sandwiches, which did not meet the needs of all children. Parents told us "my child sometimes doesn't eat the lunch provided but sometimes there isn't enough sandwiches for my child" and "my child is very selective about food and when they are having lunch and doesn't like the smell or look of it the staff will provide them with a cheese sandwich.

Children benefitted from individual keyworker systems, which supported them to build positive attachments to familiar staff. This helped staff plan for individual needs and interests, and parents felt welcomed to discuss their child's progress. We discussed where more information could be included within personal plans to develop meaningful next steps for learning and development. Whilst staff had considered processes for children settling at nursery and learning about nursery routines, we found at times there was an expectation to follow many rules which some children found difficult. Some children would benefit from

more meaningful next steps that supports their interests, and stage of development. Staff agreed to review this.

**Quality indicator 1.3: Play and learning.**

Children were meaningfully engaged when choosing and leading their play. They enjoyed moving between indoors and outdoors. Play spaces had been developed since the last inspection which had improved opportunities to promote children's creativity and curiosity. Favourites include the home area, art and crafts, and construction area. Children told us "I like the home area I play with all the things; I like playing mums and dads" and "I like playing all around. I like the home corner, water and running outside." We discussed reviewing daily routines to help ensure time for these opportunities are maximised.

Children had built positive relationships with their peers and spent time playing alongside them. Staff joined in with play and games, which helped extend children's thoughts and ideas. For example, making cycle tracks outside, building high towers with blocks and completing puzzles. Some children were praised for their achievements and efforts, which helped promote their confidence. For example, when persevering whilst learning to pedal a bike.

Children were engaged in experiences to be creative in their play. They explored with arts and crafts experiences to express themselves using glue, glitter, feathers and collage materials. Children giggled as they showed us their glittery hands.

There was a wide variety of opportunities to support children's early literacy and numeracy skills across the environment. For example, mark making, puzzles, and games. Children were supported to develop an appreciation for books and songs through adults singing and reading books together. This was a relaxing time which also promoted children's speech and language development. Children told us 'this is our story area; we can do whatever we want here. Look at these spoons, this is twinkle twinkle'

Children benefitted from free flow access to outdoors. They enjoyed playing in the mud kitchen when they transported water to the guttering and watched the flow of water, one child said "I just love the muddy kitchen, I could live here all day." Some children were able to ride a two wheel bike without stabilisers and were proud of their achievements. Staff encouraged this and supported children to stay safe by reminder to use helmets. One child told us 'you use the brake to stop when you are too fast'. This helped build children's confidence and self-esteem. Plans were in place to further develop outdoor spaces which is discussed under key question 2.2 High quality facilities.

Approaches to planning had been reviewed and staff were in the early stages of using floor books to help follow and record children's interests. Plans were in place to further develop this. We agreed this would help strengthen children's voice and support a child led approach to play, with a focus on individual needs and interest. One parent told us there was a "vast range of learning experiences every day for our [child] to choose from. All areas well-resourced and planned with views and interests of children taken into account.

### Areas for improvement

1.
To promote children's wellbeing and ensure they have a healthy, relaxing and sociable eating experience, the provider should improve mealtime experiences in line with best practice guidance. This should include but not be limited to, reviewing mealtime routines and opportunities for independence to promote a calm and social experience.

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

'I can enjoy unhurried meal times 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).

## How good is our setting? 4 - Good

We evaluated this key question as good, where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

**Quality indicator 2.2: Children experience high quality facilities.**

Children received care within a comfortable and clean environment. Play spaces were bright, with lots of natural light coming from large windows and doors. This helped support children's wellbeing and contributed to a welcoming environment. One parent told us "the nursery always appears clean, tidy and well organised." Parents were welcomed into the playroom when dropping off and collecting children, helping to strengthen positive connections with families.

There was a spacious cloakroom area for children to store their belongings, helping to promote a sense of belonging. Children moved freely between indoors and outdoors, and play materials helped meet their interests, which supported their play and learning.

A variety of measures were in place, helping to protect children from harm. For example, a secure entrance. Staff used key fobs to access the nursery and school, helping to ensure no unauthorised persons could access the premises, which helped keep children safe.

Infection prevention and control practices contributed to safe and hygienic environment. This included regular cleaning of play spaces and the use of gloves and aprons when changing nappies. We reminded staff to ensure children are encouraged to wash their hands after cleaning their nose. Whilst there were suitable hand washing sinks within toilets areas, the service had plans to install hand washing sinks within the playroom. This will help further promote opportunities for effective hand hygiene.

Since the last inspection, the service had made improvements to indoor play spaces. This included carrying out audits and removing excess furniture. This improved the quality of children's play and learning experiences. The service acknowledged that further development was needed in the outdoor area as some play materials had been removed as part of maintenance checks of the building. Whilst children had opportunities for water play, climbing and riding bikes, staff were planning on developing the space to ensure it offered a variety of different experiences for children.

## How good is our leadership? 4 - Good

We evaluated this key question as good, where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

**Quality indicator 3.1: Quality assurance and improvement are led well.**

Due to the significant changes within the staff team the service were in the process of refreshing their vision, values and aims in consultation with families. This helped provide opportunities for staff, families and children to share their views, helping to take account of their needs and preferences. Leaders understood the importance of respecting children's rights to encourage them to share their ideas and feelings, which helped them feel valued and that they matter.

Parent were kept informed about nursery life through notice boards, newsletters and online learning journals. In addition, they valued opportunities to discuss their child's progress at review meetings. This helped them feel involved with their child's care.

The manager and staff had taken important steps since the last inspection to improve play spaces to support children's play and learning. Staff felt valued by leaders and were encouraged to share their ideas. This contributed to identifying what was working well and what needed to improve. They reflected together about the quality of children's experiences and completed audits of play spaces, which helped them make informed changes. This resulted in enhanced spaces to support play and learning.

Meaningful plans were in place for the year ahead focusing on further developing approaches to responsive planning. Staff were in the early stages of reviewing this and we agreed this will help to ensure play is reflective of children choices, needs and interest. Plans included training opportunities to develop staff skills of using high quality observations to inform planning. This will help promote children's creativity and curiosity.

Some monitoring and auditing had helped improve the information gathered and recorded in children's personal plans, online learning journals and tracking of their learning. We signposted staff to best practice guidance documents, to further support staff to reflect on practice and develop their knowledge and skills. For example, supporting positive mealtime experiences and enhancing opportunities for language and communication development.

## How good is our staff team? 4 - Good

We evaluated this key question as good, where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

**Quality indicator: 4.3 Staff deployment.**

Significant changes within the staff team since the last inspection had been managed well. New staff were supported to settle into the team through mentoring and induction processes. Staff were committed to their role and eager to take part in learning and training opportunities. This included staff undertaking additional qualifications to support them to develop their skills to provide high quality care for children. They had formed positive relationships with children, families and each other. This helped create a welcoming environment for children to play and learn.

Children benefitted from staff being available to support them across the play spaces throughout the day. They moved to where they were needed to help provide the right level of support when required. Staff communicated well with each other if a task took them away from their role. Whilst we saw that during lunch routines staff were more stretched to meet children's needs, their own breaks were planned out with this time, which helped to ensure minimal disruption to children's care routines. In addition, when needed, staff from the school supported to help with planned or unplanned absences.

Staff ensured they were available at the beginning and end of the day to support children as they arrived at nursery and shared information with families at the end of the day. We asked staff to keep this under review as it was a busy time with many parents collecting at same time, which meant there was less opportunities for meaningful discussion. However, the service offered other opportunities for parents to discuss their child's progress and senior leaders were also available to meet with families. Many parents told us told us staff were friendly and approachable. Comments included "the staff are very caring and always have lots of information to handover at pick up" and "staff are friendly, considerate and understanding, they are all approachable and willing to help."

## 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 learning and development, management should review planning systems to ensure children's experiences are reflective of child development, their interests and individual needs.

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

'As a child, I can direct my own play and activities in the way that I choose and freely access a wide range of experiences and resources suitable for my age and stage, which stimulate my natural curiosity, learning and creativity'. (HSCS 2.27)

**This area for improvement was made on 28 March 2024.**

Action taken since then

Planning systems had been developed and all staff were now involved in this process. Play areas had been developed and staff had ownership of providing play experiences through to adult-led and responsive planning.

Steps had been taken to improve planning systems. Whilst in the early stages, the service recognised they wished to further develop this approach throughout the upcoming year, with a focus on responsive planning. We agreed this would help create a balance of adult-led and child-initiated play.

**Therefore, this area for improvement has been met.**

#### Previous area for improvement 2

To support children's wellbeing, learning and development, management should ensure the environment is supportive of children's learning, development and choices.

This should include, but not limited to, ensuring children have access to imaginative spaces and enough toys and materials to support their natural curiosity.

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

'I can independently access the parts of the premises I use and the environment has been designed to promote this'. (HSCS 5.11)

**This area for improvement was made on 28 March 2024.**

### Action taken since then

Play spaces had been reviewed and developed through the use of audits, reorganising of the environment and introducing new play materials. This created a more interesting and challenging environment for children to play and learn.

**Therefore, this area for improvement has been met.**

## Previous area for improvement 3

To ensure the quality of children's experiences are improved, the manager should implement robust quality assurance processes, covering key areas of practice.

This should include, but not be limited to, monitoring children's personal plans, children's play and learning experiences, monitoring of staff practice, medication systems and evaluating and improving the nursery as a whole.

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

"I benefit from a culture of continuous improvement, with the organization having robust and transparent quality assurance processes'. (HSCS 4.19)

**This area for improvement was made on 28 March 2024.**

### Action taken since then

Quality assurance processes had been improved which contributed towards improved play and learning opportunities for children. Some monitoring across the service helped to ensure processes were in place for the safe administration of medication. In addition, personal plans were in place for all children, that gathered important information to help meet their needs.

We discussed where further work could be done to monitoring children's experiences, including mealtime routines.

They should now continue to develop approaches to self-evaluation to support them on the improvement journey as a new staff team. This will help improve outcomes for children. The manager has plans to use the new document 'Quality improvement framework for the early learning and childcare sectors' as they focus on refreshing their vision, values and aims for the service.

**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

| How good is our care, play and learning? | 3 - Adequate |
|---|---|
| 1.1 Nurturing care and support | 3 - Adequate |
| 1.3 Play and learning | 4 - Good |

| How good is our setting? | 4 - Good |
|---|---|
| 2.2 Children experience high quality facilities | 4 - Good |

| How good is our leadership? | 4 - Good |
|---|---|
| 3.1 Quality assurance and improvement are led well | 4 - Good |

| How good is our staff team? | 4 - Good |
|---|---|
| 4.3 Staff deployment | 4 - Good |

## To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and help services to improve. We also investigate complaints about care services and can take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

You can also read more about our work online at www.careinspectorate.com

### Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

Find us on Facebook

Twitter: @careinspect

### Other languages and formats

This report is available in other languages and formats on request.

Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànain eile ma nithear iarrtas.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿਚ ਉਪਲਬਧ ਹੈ।

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.