Cambusnethan Primary School Nursery Class Day Care of Children

53 Branchal Road
Cambusnethan
Wishaw
ML2 8PD

Telephone: 01698 522 717

Type of inspection:
Unannounced

Completed on:
29 April 2026

Service provided by:
North Lanarkshire Council

Service provider number:
SP2003000237

Service no:
CS2009216972

About the service

Cambusnethan Primary School Nursery Class is registered to provide care for a maximum of 40 children not yet attending primary school. At the time of inspection 40 children were registered with the service.

Care is provided from one playroom within the primary school, which is located within a residential area in Wishaw, North Lanarkshire. The service is situated close to transport links and other amenities. Children are cared for in a bright playroom with direct access to a large garden.

About the inspection

This was an unannounced inspection which took place on 28 and 29 April 2026 between 08:30 and 16:30. 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:

- spoke with children using the service
- spoke with four parents using the service
- reviewed electronic feedback from three parents
- spoke with staff and management
- 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

- Quality assurance and self evaluation procedures were at the early stages and should be further developed.
- Children were engaged in play and were exploring resources and activities with confidence.
- Daily opportunities for all children to play outdoors were provided, which had a positive impact on children's social, physical and emotional skills.
- The service should continue to develop the outdoor environment to promote children's independence, choice and natural curiosity.
- Staff knew children very well and responded to their individual needs and wishes.
- Good relationships had been established with families, which resulted in positive outcomes for children.
- The service should review their lunchtime routines to support children's play choices.

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

Quality Indicator: Management and leadership of staff and resources

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.

Management and staff all worked together to ensure a positive ethos within the setting. Children and families had been involved in creating a shared vision and values, which focused on promoting positive outcomes for children, as well as ensuring children's voice was valued and at the heart of their approach. This was reflected within the settings approach.

A detailed improvement plan had been developed, which highlighted priority areas for the service to enhance. This included developing quality interactions to support and challenge children's learning. Leaders effectively used data to drive change at an appropriate pace that was both meaningful and sustainable. Training was contributing towards the implementation of these priorities, supporting staff to reflect on their practice and how this could contribute towards positive outcomes for children and their families.

Management and staff used some audit tools as part of their quality assurance processes. This supported staff to develop key areas of practice such as mealtimes. To support continuous improvement, approaches to quality assurance should be more robust. This should include monitoring and auditing of staff practice, medication, accidents and incidents and children's observations. (See Area for Improvement 1).

Staff worked well as a team and demonstrated a commitment to provide a high quality service. Staff were motivated, enthusiastic and spoke positively of how continuous professional development supported them within their role. They used best practice guidance and research to inform their practice, this also supported staff within their distributive leadership roles. However due to the needs of the service, staff had limited time to reflect and embed their approaches. We discussed where the service could develop their approaches to support staff to reflect and embed their training into their practice.

Opportunities to include families in the service and welcome their feedback was provided through questionnaires, informal chats and an online app. Information was shared with families through a range of communication methods, such as newsletters and notice boards, helping families feel included. The service shared they had plans to further develop their approaches to involve families and children in evaluating the services practice. This included developing a children's committee and re-introducing their 'nursery natters' group for families. We agreed this could provide further opportunities to help ensure everyone's views contributed towards continuous improvement.

There was a system in place to monitor the maintenance of the environment and equipment. These had identified some areas where improvement was needed, which included the perimeter fence. However, during the inspection we identified some areas that required further attention. For example, reviewing storage within changing areas and bathrooms. The service actioned these immediately.

Staff reported feeling well supported by management. New staff valued the support the wider staff team gave them and felt confident seeking support from any team member, contributing to a welcoming and collaborative environment.

Areas for improvement

1. To support the continuous improvement of the service, the provider should implement robust quality assurance processes covering key areas of practice. This should include, but not be limited to, practice that supports children's care, play and learning.

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 organisation having robust and transparent quality assurance processes.' (HSCS 4.19).

Children play and learn 4 - Good

Quality Indicator: Playing, learning and developing.

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.

Children were playing throughout the service with friends and staff. Most children were engaged in their play and having fun, where their play and learning was supported by having access to a range of play spaces. Children told us they liked "playing in the sand", "going on the bikes" and "playing outside, where I can dig in the mud and look for worms."

Staff provided a mixture of spontaneous and planned experiences to support children's learning through play. A rolling snack and free-flow approach to play meant children's play was not unnecessarily interrupted and they could make meaningful play choices, promoting child led play. However, we discussed where consideration should be given to the pace of the day at key times, such as lunchtime. This is discussed further under the heading, 'children are supported to achieve.'

Children were confident in making independent choices and were engaged in their learning. There was a varied range of play experiences to support children's play and learning. Toys and materials were displayed in a way that promoted choice and independence. However, we discussed where additional toys and materials in some spaces could further enhance curiosity, creativity and imaginative play. For example, loose parts at playdough and further material in the home corner.

Outdoors children were engaged in their play for prolonged periods of time and were supported by staff who were attuned to their needs and play preferences. The garden provided a range of spaces for development of physical skills and exploration. Opportunities for risky play were provided with children assessing their own risks, this included balancing on outdoor equipment and climbing trees. Children made good use of this and were confident when using all areas of the outdoor space. Parents agreed that their children could access outdoor play daily, they told us "children are always outside" and "the garden is great, they're out in all-weathers." We discussed adding further toys and materials outdoors to support children to explore and discover. The service shared they had plans to further develop the outdoor learning space.

Staff were knowledgeable and demonstrated a good understanding of what children need to learn and develop. Recent training supported staff to adopt a questioning approach to enhance children's play and learning experiences. Their interactions supported children's numeracy and literacy skills. This included using play experiences, such as making playdough to explore units of measurements and predicting what might happen next to the mixture. Staff should continue to develop their skills and confidence in extending children's learning through meaningful conversations.

To further support staff's understanding of how children learn and develop, the management team should continue to upskill staff through training and development opportunities.

Staff were in the early stages of using new approaches to planning. This had been reviewed to help ensure children's voices were valued and responsive play was at the core of the service's approach. Leaders should continue to evaluate this approach and involve staff in further learning opportunities to help ensure it supports high quality play.

Children are supported to achieve 4 - Good

Quality Indicator: Nurturing care and support

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.

Staff worked well together to create a positive, caring and welcoming environment for children. Children experienced warm, caring and nurturing interactions that helped them feel safe and secure. Staff knew the needs of children very well and were responsive to their cues and requests. This helped children feel valued and respected. Children told us staff "give you cuddles when your sad", "cheer you up" and "they make me laugh, I love nursery." Parents told us "the staff at the nursery are great with the kids and truly care for their needs" and "staff are caring, nurturing and know child well."

Children's transitions had been thoughtfully considered to support them when they settled into the service. Staff took time to get to know children and families well. This helped children build secure attachments to staff. As a result, most children were settled and engaged in play. We discussed where daily routines and transitions could be further developed to support children's wellbeing and play opportunities. This included reviewing the pace of the day to enable children to direct and lead their play, and make meaningful choices at key times. For example, providing children further choices in their play during lunchtime routines. As we found current approaches were adult led, this included gathering children in small groups to sing songs in the cloakroom area.

Most children benefitted from a relaxed, unhurried and sociable mealtime experience. They were involved in setting the table and could choose where they wanted to sit, respecting children's choices. Staff positioned themselves at tables to supervise and support children if required. They interacted with children throughout the lunchtime experience, supporting their language and communication skills. However, opportunities to promote children's independence was limited. The service had identified where changes could be made to promote children's independence. This included opportunities to self serve and developing a rolling lunch approach, which could support child led play. We agreed this would be beneficial in promoting children's choice, whilst also helping to support positive mealtime experiences.

Children's overall wellbeing was being supported through personal plans, where important information was gathered to support their needs. These were created in partnership with parents which helped to promote consistent care for children. Staff knew children's needs well and used responsive and skilful interactions to support their development. We discussed where personal plans could be further developed to ensure they are tailored to each child's individual strengths, preferences and interest. This would include reviewing 'all about me' information with parents and children. We also discussed where strategies within plans to support children could be further developed to help ensure they were relevant and meaningful to children's individual needs.

Most medication was stored appropriately and was easily accessible. This helped staff to quickly identify and administer medicine when needed. Staff reviewed medication with families. However, we discussed where this could be further enhanced to ensure reviews were completed more frequently. When reviewing medication we identified some areas for improvement. This included ensuring all medicine was stored in its original packaging. The service took steps to action this during the inspection. However, we asked them to develop effective systems to ensure processes were in place to support the safe administration of medication.

Relationships with families were respectful and meaningful in the nursery. Staff valued their connections with families and strived to create a warm, welcoming and inclusive environment. Parents spoke positively of their relationships and communication with staff. Staff embraced opportunities to engage with families in the setting and celebrated children's achievements with parents. Parents attended stay and play sessions, which supported families to be included in their child's learning and development, while positively impacting on the quality of care for children. Parents told us "stay and plays are great" and "staff are always looking at ways to include us."

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	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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