Our Lady of Good Aid Cathedral Primary School Nursery Class
Day Care of Children

Milton Street
Motherwell
ML1 1DL

Telephone: 01698 274 935

Type of inspection:
Unannounced

Completed on:
10 June 2026

Service provided by:
North Lanarkshire Council

Service provider number:
SP2003000237

Service no:
CS2011289436

About the service

Our Lady of Good Aid Cathedral Primary School Nursery Class is registered to provide a day care service to a maximum of 50 children aged from three years to those not yet attending primary school.

Care is provided from a detached building which is situated in the grounds of the shared campus of Our Lady of Good Aid Cathedral Primary School and Fairpark Primary School and Clydeview Primary School. Children are cared for in one playroom which has direct access to a secure outdoor play space. Children also had use of wider school facilities, including the gym hall and the multi-use games area.

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 9 June 2026 between the hours of 09:00 and 17:00 and 10 June 2026, between 08:30 and 15:30 hours. Feedback was shared with the service on 10 June 2026. 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 and complaints information, information submitted by the service and intelligence gathered since last inspection.

To inform our evaluation we:

- spent time with children using the service
- received feedback from eight families of children who attend the service
- spoke with staff and the management team
- spoke with five families in person
- 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

- A strong vision and ethos were positively informing practice and reflected in daily routines.
- Children and families benefited from a service that was developing the use of self-evaluation to identify and act on improvements across the service.
- Children and families were actively involved in evaluating the service. Their ideas and suggestions were valued and used to inform positive change.
- Nurturing and responsive relationships supported children to develop confidence and secure attachments. Staff responded warmly and consistently to children's emotional needs, promoting a strong sense of wellbeing.
- Families were warmly welcomed into the setting and had opportunities to speak with staff and be part of their child's learning and play experiences.

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

Quality indicator: Leadership and management of staff and resources

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 demonstrated a clear and purposeful vision, supported by well-defined values and aims. The values of Love, Friendship, Effort and Growth were consistently observed in practice and promoted through children's play and learning. Ongoing review and contributions from children, families and staff ensured that the vision and values remained responsive, person centred and aligned with the evolving needs of the community.

A detailed improvement plan had been developed with clear, measurable outcomes, defined timescales and regular review points to monitor progress. The plan showed a strong understanding of the pace of change, ensuring improvements were meaningful, manageable and embedded over time. Leaders recognised the importance of taking children, families and staff with them on the improvement journey so that progress was understood and everyone felt informed, involved and confident in the direction of change.

We saw clear progression within the improvement plan, including strengthened systems for gathering the views of children, families and staff. This included questionnaires, suggestion boxes, QR code evaluations and a question of the month. Feedback gathered through these methods was collated and shared with families and staff, along with the actions taken in response. This demonstrated that contributions were valued and used meaningfully to shape next steps.

Quality assurance processes were well embedded. The quality assurance calendar provided a clear framework for monitoring practice, helping staff identify areas for improvement and take action. Leaders involved the whole team, which supported staff to feel ownership of the process and increased their confidence in evaluating their own practice. Staff told us they valued the clearer systems, which strengthened their understanding of their roles and responsibilities.

Leadership roles in numeracy, literacy, outdoor play and other key areas strengthened capacity across the team. We suggested evidencing the positive impact these roles were having on children and families. Observations of staff practice were carried out regularly, with feedback highlighting strengths and identifying areas for development. This demonstrated a strong commitment to upskilling staff and improving practice.

A new system had been introduced for recording staff training, although not all staff were yet familiar with the process. We encouraged staff to continue recording their learning and development, including professional reading, and reflect on how this influenced their practice. Capturing this information would help demonstrate how professional learning was being applied and how it contributed to improved outcomes for children.

All staff had regular performance development reviews where they identified targets, reflected on progress and agreed next steps. We suggested including comments from the reviewee to provide feedback and introducing termly check ins to support ongoing development. The setting had identified a new system to capture these reflections and monitor progress more consistently.

Use of the national induction resource supported ongoing professional dialogue, and regular follow up sessions identified and addressed new team members' development needs early, encouraged reflection, and provided a well-informed start to their role.

Children play and learn 5 - Very Good

Quality indicator: 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 highly engaged in their play, choosing activities that reflected their interests and made learning meaningful. They moved confidently between indoors and outdoors, leading their own play and making independent choices.

Children showed confidence and comfort in their environment, proudly sharing their learning and guiding inspectors around the nursery. One child told us, "I like that my mummy and daddy get to come into my nursery to pick me up. I get to show them some of my learning," while another shared, "I like telling all the teachers my news and they all listen to me." This demonstrated a strong sense of safety, security, and belonging. The calm, unhurried pace of the day further supported deep exploration, creativity, and the development of children's thinking skills.

Children developed language, literacy, and numeracy through everyday experiences. They learned in print rich environments, through conversations, and by using writing, drawing, and research materials. A lending library and local library visits further supported reading. Maths and digital learning were embedded across the setting, with children using tablets, interactive boards, and loose parts to explore counting, comparing amounts, and simple calculations.

Staff interactions were consistently positive and supported sustained engagement. They tuned into children's interests, joined play sensitively, and encouraged independence. Some staff used open-ended questions to extend thinking, and ongoing professional learning was strengthening this practice across the team. Children were given time to think and respond, supporting natural, meaningful conversations.

Staff were well supported to understand how children develop and learn through clear guidance, relevant theory, and ongoing professional learning. Together, the team created a learning, teaching, and assessment framework that outlined the setting's shared pedagogy. Staff regularly revisited this to reflect on high-quality experiences, environments and interactions. Some staff were already very confident, and continued support with new approaches will help everyone grow and strengthen consistency across the team.

Children's play and learning were recorded through an online platform, promoting meaningful family involvement. Families contributed to next steps, and we suggested that sharing progress toward these on the platform would further strengthen their understanding of children's learning. One parent told us, "We are very happy with the learning opportunities our child receives at nursery," while another shared, "Staff are great at updating the learning journal, which is lovely as a parent to see frequent updates." This told us that families felt well informed, valued the regular communication, and had confidence in the quality of learning experiences provided.

Floor books captured a wide range of play and learning, including children's comments and evaluations.

These were accessible and valued children's voices, drawings, and ideas. There was a strong focus on developing skills for life. Achievements were celebrated within the setting, at home, and in the wider community. An achievement tree and prompts such as "Ask me about..." encouraged children to talk confidently about their learning and progression.

Tracking and monitoring systems were in place for maths, communication, and health and wellbeing. Strengthening how tracking information directly informs the identification of new support or next steps will help the setting demonstrate the impact of its approach. This could include providing a clear rationale for selected learning intentions.

Children are supported to achieve — 5 - Very Good

Quality indicator: 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.

Relationships with children were at the heart of the service. Staff interactions were nurturing and consistently responsive. A parent shared, "My child loves to come to nursery each day. She feels safe, happy and included." Children were engaged and confident in routines and expectations, helping them feel secure, calm, and ready to learn.

Children's routines were flexible and responsive to individual needs. Lunch was an unhurried, child-led experience, allowing children to choose when to eat, reducing interruptions to play and supporting autonomy. Mealtimes were social and positive, with staff encouraging conversation. We suggested that any changes to lunch routines should be clearly communicated to help children understand what to expect. Children were also involved in preparing and choosing snacks, promoting independence and confidence.

Children's personal plans were developed and regularly reviewed in partnership with families, ensuring they remained current and responsive to individual needs. We suggested that making changes to children's abilities, care, and support more visible and noting when no changes had occurred would further strengthen the quality of written records. Changes in children's learning and developmental progress were well evidenced over time. We also advised adapting the wording within the family care plan review to ensure families are clear about what is being reviewed and what updates are required to support effective information sharing.

Secure attachments were fostered through warm, responsive interactions, supporting children's emotional regulation and wellbeing. Staff used accessible visual aids to help children understand and manage change. Regular visits to school areas, such as the gym hall and P1 classroom, helped children build early connections, supporting smooth and confident transitions.

Children were supported to share and express their feelings and understand the reasons behind them. Comfortable, quiet spaces, including outdoor reading dens, sofas, and sensory areas, supported rest and relaxation. Parents recognised this, with one sharing, "My child's wellbeing is well supported by loving adults and thoughtful spaces," and another commenting on the positive ethos and welcoming environment. This highlighted the strong, nurturing environment and positive relationships experienced by children and families.

Medication audits were in place, and three-monthly reviews carried out in partnership with families will

continue to keep information accurate and up to date. Medication reviews had considered approaches used across the setting. We suggested a stronger focus on individual children, with clearer detail on symptoms and timings to better support safe and effective care. Accident records were reviewed effectively to inform practice, identify patterns, and strengthen safety.

Positive relationships with families were a key strength. Staff knew children and families well, enabling personalised support. Daily communication kept families informed and involved. Families engaged in workshops, Stay and Play, Book bug, and Forest Kindergarten sessions. Families supported children's learning by reading in different languages and sharing their careers, helping children develop an understanding of diversity and the wider world. The setting shared their plans for literacy and numeracy workshops and intergenerational visits. These will further enhance community connections, and support learning and wellbeing.

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

Requirements

Requirement 1

By 1 August 2025, the provider must ensure that all children have a personal plan which sets out how their individual needs will be met, as well as their wishes and choices. To do this, the provider must, at a minimum:

a) ensure that all staff understand the purpose of personal plans and are familiar with Care Inspectorate guidance 'Guide for Providers on Personal Planning, Early Learning and Childcare'
b) ensure that personal plans are written and regularly reviewed with children and parents (at least every six months or sooner if required) to ensure that information is up to date to reflect children's current needs, wishes and choices
c) ensure consistent effective recording of important information in all personal plans
d) ensure that all personal plans are meaningful, working documents that supports children's care and include strategies of support and progress made.

This is to comply with Regulation 5(2)(b)(c) (Personal Plans) 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:

'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).

This requirement was made on 21 October 2025.

Action taken on previous requirement

The service has strengthened its approach to personal planning. Targeted training on personal plans looked at placing more focus on the needs, choices and wishes of children. All staff now demonstrate a clear understanding of the purpose and function of personal plans. They are familiar with the Care Inspectorate's Guide for Providers on Personal Planning, Early Learning and Childcare and shared they have used this guidance effectively to develop plans.

Personal plans were developed collaboratively with children and parents, ensuring they reflect each child's current needs, preferences and routines. Reviews take place at least every six months, or sooner when changes occur. Quality assurance checks on care plans are routinely carried out, resulting in improved reliability and continuity of care.

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 support and sustain continuous improvement throughout the service and to improve the quality of children's experiences. Senior leaders and staff should develop and embed effective and robust quality assurance processes to evaluate all aspects of their service. These processes should identify strengths, areas for development, and support continuous improvement of the service, placing high quality play at the heart of their improvement planning.

This is to ensure management and leadership 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); and
"I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes" (HSCS 4.19).

This area for improvement was made on 21 October 2025.

Action taken since then

The service has developed and are working to embed quality assurance processes that support sustained, continuous improvement. Senior leaders and staff have established more systematic approach to quality assurance such as quality assurance calendar and improvement plans. Leaders use a range of tools, including observations, self-evaluation frameworks and feedback from children and families, to inform their evaluations. This has resulted in improvement plans that are purposeful, achievable and aligned with the needs of the service.

Staff at all levels contribute meaningfully to quality assurance, demonstrating ownership and a shared

commitment to improvement. Quality assurance activities are supporting to provide reliable, evidence-based insights into what the service does well and where further development is required. Staff described how these processes have strengthened their practice and understanding and shared they felt they are resulting in improved outcomes for children.

Leaders and staff use current guidance and best practice to inform developments, ensuring that play opportunities are rich, meaningful and responsive to children's interests. Continuous reflection on the quality of play and learning has led to more engaging environments and improved experiences for children. The service has established a positive culture where continuous improvement is embedded in everyday practice.

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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