Kirk O'Shotts Primary School Nursery Class
Day Care of Children

School Road
Salsburgh
Shotts
ML7 4NS

Telephone: 01698274910

Type of inspection:
Unannounced

Completed on:
18 June 2026

Service provided by:
North Lanarkshire Council

Service provider number:
SP2003000237

Service no:
CS2011289456

About the service

Kirk O'Shotts Primary School Nursery Class is a day care of children service provided by North Lanarkshire Council.

The service is located in Shotts, North Lanarkshire. They are registered to provide care to a maximum of 32 children aged three years to those not yet attending primary school at any one time. During the inspection, 19 children were in attendance.

The children were cared for within a large, bright playroom with access to an enclosed outdoor space.

About the inspection

This was an unannounced inspection which took place on 17 and 18 June 2026 between 08:30 and 15:30, feedback was provided to the service on 18 June. 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, information submitted by the service and intelligence gathered since the last inspection.

To inform our evaluation we:

- spent time with children using the service
- reviewed electronic feedback provided by four families
- spoke with a further four parents/carers
- assessed core assurances, including the physical environment
- reviewed electronic feedback from staff
- 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

- Play experiences supported children to lead their own learning and explore their interests.
- Positive relationships and nurturing interactions supported children's emotional wellbeing and sense of security.
- The environment enabled children to make choices and develop independence in their play.
- Care and support processes met children's individual needs and supported their wellbeing.
- Staff interactions supported children; however, there was scope to further develop practice to consistently extend children's thinking during play.
- Children benefited from outdoor experiences; however, more consistent access would further support continuity in their play
- Planning approaches would benefit from further development to strengthen progression and provide greater challenge for children.
- Quality assurance and monitoring processes supported improvement and needed to be further embedded to demonstrate impact on outcomes for children.

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	5 - Very Good

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

Leadership 4 - Good

Quality indicator: Leadership and management 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.

The service's vision, values and aims were clearly displayed within the setting and reflected its ethos. These had been developed in consultation with staff, children and families and were shared regularly. Leaders ensured that values influenced practice, with children's interests shaping planning and the learning environment. Shared approaches, including SIMOA (Care Inspectorate Keeping Children Safe campaign), were promoted consistently, with children able to explain how to keep themselves safe. Parents valued the range of experiences available, including outdoor play and creative activities. They described staff as supportive and approachable and staff told us they felt involved in contributing to improvements across the setting. This helped create a consistent and shared approach to practice, ensuring children experienced nurturing, inclusive and responsive care.

Leaders engaged openly and reflectively throughout the inspection and showed a clear commitment to improving outcomes for children. They had engaged in sustained improvement work, including participation in the Care Inspectorate improvement programme and ongoing local authority support. Leaders spoke confidently about why changes had been made and how these supported children's experiences. For example, improvements to mealtime routines created calmer, more sociable opportunities for children. This demonstrated a clear focus on improving children's experiences through ongoing development.

The service's approach to quality assurance and monitoring was developing, with a range of systems used to support oversight and reflection. Leaders used observations and tracking to build an understanding of children's progress and experiences. Monitoring processes identified areas for development, for example recognising that children's spontaneous learning was not always recorded. Quality assurance included reviewing incidents, with strategies recorded to support children. Environmental audits supported improvements to the learning environment through staff reflection. However, processes did not always clearly identify next steps or fully measure impact over time. As a result, children experienced a service that was continuing to improve, with increasing responsiveness to their needs.

There was a developing approach to staff training and professional learning, supported by a mix of skills within the team. An induction programme was in place, including the Early Learning and Childcare National Induction Resource. New members of staff were supported by a mentor to build confidence in their role. All staff were registered with the appropriate professional body, supporting safe and responsible practice. Staff participated in training linked to key priorities, including personal planning and interactions. This helped them use strategies such as visual supports and simple language to meet children's needs. While these approaches were effective, they were not always applied consistently when extending learning within play. This meant children experienced supportive interactions, with opportunities to further strengthen consistency in practice.

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 actively engaged in play and showed confidence in leading their own experiences. They took part in meaningful and enjoyable opportunities, with a strong focus on child-led learning. For example, children worked together outdoors using planks and loose parts to build and create. Their interests, including mini-beasts and familiar stories, influenced the learning environment and supported sustained engagement. Children developed positive relationships with peers and collaborated during play, particularly in construction and small world play areas. Parents shared that their children were "happy to visit every day" and highlighted that there were "always lots of activities going on," with outdoor play described positively. This meant children were motivated and confident as they engaged in play that reflected their interests and choices.

Staff interactions were warm, caring and supportive which helped children to feel safe and included. Staff used visuals and simple language to support understanding and promote positive choices. For example, staff reinforced messages such as "kind hands" and used visuals to support expectations. Children responded well and confidently approached staff for reassurance and guidance. Parents reflected positively, with one noting that staff "always know what the child needs or wants." At times, staff joined children in their play and talked with them about what they were doing, which supported their thinking and built on their ideas. At other times, staff focused on tasks, which reduced opportunities to build on children's ideas during play. Children felt supported and secure, although opportunities to develop their thinking through staff interaction were not yet fully consistent.

The play environment supported children to explore, create and follow their interests, with a range of open-ended and natural resources available. Children accessed construction materials, small world resources and role play opportunities, which supported imaginative and cooperative play. The environment was organised to support independence, allowing children to move between areas and make choices about their play. This enabled children to make independent choices and take ownership of their play experiences.

Outdoor play was valued and offered children meaningful opportunities to explore and develop physical skills. Parents highlighted this as a strength, noting the importance of outdoor experiences and the variety of activities available. However, access to outdoor play was not always consistent throughout the day, particularly during lunchtime routines. This meant children benefited from outdoor experiences, although more consistent access would further support continuity in their play.

Children experienced opportunities to develop language, literacy and numeracy naturally through their play. Staff supported this through everyday conversations, using clear language and talking alongside children during activities. For example, children shared their ideas and talked about familiar stories as they played. These stories were reflected in the environment, which supported engagement and understanding. Children discussed simple concepts, such as what plants needed to grow. They also used construction materials to

solve problems and explore early numeracy. Staff could embed a consistent approach to question and challenge children's thinking to add more depth and meaning to these experiences.

Planning was responsive and based on children's interests, which supported engagement and participation in learning. Staff used children's interests to inform experiences, for example developing story-based play areas linked to familiar books. There was evidence of both intentional and responsive planning, with staff adapting experiences during play. Children's voices were reflected through their choices and engagement in activities. However, planning did not always clearly identify next steps or show how learning was being extended over time. This limited how consistently children experienced progression and appropriately challenging learning.

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.

Staff interactions were consistently nurturing and respectful, with a strong understanding of children's individual needs. They responded calmly and adapted their approach, using familiar routines, visuals and individual supports to provide reassurance. Children confidently approached staff for reassurance, showing trust in these relationships. Staff listened carefully and responded to children's cues, both verbal and non-verbal. This helped children feel secure, valued and emotionally supported throughout their day.

Personal planning was well embedded and supported staff to meet children's individual needs. All children had plans in place, developed with parents and reviewed regularly. These included clear information about wellbeing, preferences and support strategies. Plans for children with additional support needs were detailed and outlined specific approaches. Staff showed good awareness of plans and used them to guide care throughout the day. Parents were involved in reviews and told us they were kept informed of progress. While review processes were in place, not all sections were consistently updated. This meant children received responsive and individualised care, with opportunities to strengthen consistency across plans.

Mealtime experiences were organised and enabled children to engage and develop independence. Staff supported routines, including handwashing, and encouraged children to eat in smaller groups. This helped create a relaxed atmosphere, where children talked with each other and with staff. Children were involved in their meals, including managing drinks and self-serving shared food items. Individual needs were recognised, including children choosing packed lunches over the hot meal provided. Parents spoke positively about mealtimes and the variety of food available. Most children remained engaged, talking with others and following routines. As a result, children experienced positive mealtimes, with opportunities to enhance their independence and social skills.

Infection prevention and control practices supported a clean and safe environment. Staff followed established routines, including regular cleaning of resources and maintaining hygiene across the playroom. Children understood expected routines, such as handwashing at key points during the day. Staff showed awareness of their responsibilities in maintaining these standards. During busier parts of the session, there were some variations in how consistently routines were applied. This meant children experienced a safe and hygienic environment, with opportunities to further strengthen consistency in practice.

Strong partnerships with families supported children's care and wellbeing. Staff communicated regularly with parents, sharing information about routines, daily experiences and progress. Communication was ongoing and responsive, helping to build a shared understanding of each child's needs. Parents spoke positively about the service, noting children were "happy to visit every day" and describing it as "fantastic for children." Opportunities such as newsletters and stay and play sessions kept families informed and involved in the life of the setting. These relationships supported consistency between home and the setting, helping children feel settled and confident throughout their time at nursery.

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 ensure that children receive care and support that meets their needs, the service should develop children's personal plans. This should include, but not be limited to, ensuring that every child has a personal plan in place withing 28 days of starting at the service. Plans should be developed with parents or carers, and they should contain support strategies that identify how their needs will be met. Plans should be made accessible to staff working in the service.

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 area for improvement was made on 14 May 2025.

Action taken since then

Children's personal plans had been developed to support their individual care and support needs. All children had a plan in place, which had been created in partnership with parents and reflected key information about their wellbeing, preferences and support strategies. Plans for children with additional support needs were detailed and outlined specific approaches to ensure their needs were met. There was evidence that plans were implemented in practice, with staff demonstrating a good awareness of children's needs and using this information to guide care throughout the day.

Processes were in place to review plans regularly, with parents involved and kept informed of their child's progress. This supported a shared understanding of how children's needs were being met. While systems for review were established, not all sections of plans were consistently updated, particularly information about

children's preferences and likes or dislikes. This created some variation in how well plans reflected children's current needs.

Plans were accessible to staff and used effectively to inform practice, supporting a consistent approach to care across the setting. Further development should focus on ensuring all plans are fully up to date and consistently reflect children's changing needs, with clearer links between planned support and the outcomes experienced by children.

This area for improvement has been met.

Previous area for improvement 2

To support children's wellbeing, the provider should ensure children's mealtimes are relaxed and unhurried. This should include, but not be limited to, ensuring consistent staff deployment during children's lunch times.

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 snack and meal times in as relaxed an atmosphere as possible' (HCSC 1.35).

This area for improvement was made on 14 May 2025.

Action taken since then

Mealtime experiences had been improved to ensure they were more relaxed and unhurried. Staff deployment was reviewed, resulting in clearer roles and more consistent support during lunchtime. Changes to the environment and routines helped reduce noise and created a calmer atmosphere. Children were able to sit in smaller groups, eat at their own pace and engage in conversations with peers and staff.

These changes supported children's wellbeing and enjoyment of mealtimes, with most children remaining settled and engaged. Individual needs were considered, including supporting those who chose packed lunches.

This area for improvement had been met.

Previous area for improvement 3

To meet their personal care needs. The minimum number of toilets available for children aged two years and over, is one toilet per 10 children or part thereof, not fewer than four, as detailed in Care Inspectorate guidance 'Space to Grow and Thrive'.

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 14 May 2025.

Action taken since then

Action had been taken to ensure children's personal care needs were met in line with Care Inspectorate guidance. The service reviewed the number of children attending in relation to available toilet facilities and recognised the need to align this more closely with recommended ratios. Leaders confirmed that a variation would be submitted to reduce the maximum capacity from 32 to 24 children.

This planned adjustment will ensure that the number of toilets available meets requirements and supports children's comfort, dignity and wellbeing.

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

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	5 - Very Good
Nurturing care and support	5 - Very Good

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