

Heathery Park Family Learning Centre Day Care of Children

542 Main Street
Wishaw
ML2 7PL

Telephone: 01698 274957

Type of inspection:
Unannounced

Completed on:
19 August 2026

Service provided by:
North Lanarkshire Council

Service provider number:
SP2003000237

Service no:
CS2024000364

About the service

Heathery Park Family Learning Centre is a day care of children service provided by North Lanarkshire Council.

The service is located in Wishaw, North Lanarkshire. They are registered to provide care to a maximum of 40 children aged three years to those not yet attending primary school at any one time. During the inspection, 24 children were registered and 19 were present.

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 18 and 19 August 2026 between 08:30 and 15:30, feedback was provided to the service on 19 August. The inspection was carried out by one inspector from the Care Inspectorate.

This was the service's first inspection since registration. To prepare, we reviewed information about the service. This included registration records, information submitted by the provider and intelligence gathered since registration.

To inform our evaluation we:

- spent time with children using the service
- reviewed electronic feedback provided by 10 families
- spoke with a further four parents/carers
- reviewed feedback from four external professionals
- 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

- Children experienced warm, nurturing relationships and were supported by staff who knew them well.
- Children's views and interests were reflected in learning experiences and the environment.
- Strong partnerships with families supported children's wellbeing and development.
- Children benefited from a broad range of play and learning experiences that promoted communication, creativity, problem-solving and physical development.
- The environment supported children's independence, wellbeing and choice.
- Leaders had established effective systems for self-evaluation and improvement, which supported continuous improvement and enhanced outcomes for children.
- Staff demonstrated a commitment to continuous improvement, with parents and professionals recognising the team's inclusive practice and strong support for children and families.
- There were opportunities to build on existing strengths by increasing family involvement in learning and strengthening arrangements for sharing key information with new staff.

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 thrive and develop in quality spaces	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 values of being kind, safe and ready were evident throughout the setting and were reflected in day-to-day practice. Kindness was promoted through nurturing interactions and supportive language. Children were kept safe through effective health, wellbeing and risk management procedures. Staff encouraged children to be ready for learning by supporting independence, choice and active participation in nursery life.

Children, families and staff had been involved in developing and reviewing the services vision, values and aims. This helped to create a shared understanding of what matters most to the nursery community. Floorbooks and planning records showed that children's ideas and interests influenced both experiences and the learning environment. Parents spoke positively about the service's child-centred approach. One parent commented, "My child and I have opportunities to share our views. Our opinions are listened to and valued." Another parent stated, "I love how welcome I feel as a parent." This meant that children felt respected and valued.

Leaders prioritised partnership working and created a culture where families were encouraged to contribute to service development. Parents spoke positively about opportunities to share their views and influence decision-making. One parent described the setting as demonstrating "a great deal of care and collaboration" and stated they were "genuinely proud to be part of this community." Leaders gathered, considered and responded to feedback, helping ensure service developments reflected the needs of children and families. This strengthened trust between families and staff and supported a shared approach to children's care, learning and wellbeing.

Leaders had established clear processes to monitor and evaluate the quality of the service. Audits and monitoring activities were used effectively to identify strengths and areas for development and informed service priorities. Listening and talking had been identified as an improvement priority, with story spoons, floorbooks and communication trackers used to support children's communication skills and inform planning. Parents reported improvements in their children's confidence and communication, while professional feedback recognised the team's commitment to inclusive practice. This meant that children benefited from a service that was focused on improving the quality of their experiences.

Staff engaged in a range of professional learning opportunities which supported the development of knowledge and practice. This included Child Protection training and professional learning to strengthen inclusive practice and support children's communication and language development. Staff described how training encouraged them to reflect on and adapt their approaches to better meet children's needs. A visiting professional highlighted staff's engagement with training and noted they were "eager to learn" and actively considered how new approaches could be embedded within practice. This helped ensure children benefited from informed, reflective and inclusive support.

The service had experienced significant staffing changes, with two staff members being very new to their

roles at the time of the inspection. Despite this, children continued to experience warm, responsive care and support. Staff were attentive to children's needs and children appeared settled and secure in their relationships with adults. Professional feedback highlighted a strong culture of collaboration and described staff as "caring and open to working together and developing their own practice." This meant that children's needs continued to be met well during a period of change, while leaders remained focused on maintaining consistency.

Children thrive and develop in quality spaces 4 - Good

Quality indicator: Children experience high quality spaces

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 environment was welcoming, clean and well maintained. Areas were organised to support children's wellbeing, independence and learning. Children experienced free-flow access to indoor and outdoor play for most of the day. This enabled them to make choices and follow their interests. Resources were accessible and thoughtfully arranged, allowing children to confidently select materials and direct their own play. One child shared that they liked "playing outside", while parents described the environment as "clean, tidy and exciting for the children." This supported children to make choices, follow their interests and remain engaged in play throughout the day.

Appropriate arrangements were in place to support children's health, wellbeing and comfort. Bathroom and nappy changing facilities promoted children's privacy and dignity. An outdoor toilet enabled children to remain engaged in outdoor play and supported independence during daily routines. Systems for managing sleep, food safety, allergies and personal care supported children's individual needs. Resources, including spare clothing, were readily available to ensure children remained comfortable and included in experiences throughout the day. Children demonstrated growing independence, with one child proudly stating, "I can do it myself." Children's wellbeing, comfort and dignity were promoted through thoughtful routines and well-designed spaces.

Staff supported children to care for their environment through established play and put-away routines. Children worked alongside staff to tidy resources and maintain their play spaces. Staff provided sensitive encouragement and support, helping children develop responsibility and independence. The environment reflected children's interests and ongoing learning. While children influenced aspects of the experiences available, opportunities remained to further involve them in shaping how play spaces and resources develop over time. Parents highlighted a range of engaging outdoor experiences including mud kitchens, balance bikes, water play and nature-based learning. These experiences helped children develop independence, responsibility and respect for their environment.

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 experienced a range of play and learning opportunities which reflected their interests, strengths and stages of development. Floorbooks demonstrated how children's ideas and preferences informed planning and helped guide experiences across the setting. Staff responded thoughtfully to children's interests and used observations effectively to extend learning through play. Children spoke positively about their experiences. One child told us, "I like to see my friends and play with them," while another shared that they liked "playing in the nursery with the other boys and girls." Parents also described the nursery as a place where children could learn, play and make positive memories. This supported children to remain engaged in their learning and make progress at a pace that was right for them.

Children benefited from a broad range of indoor and outdoor learning experiences. Parents described opportunities such as water play, nature trails, cooking activities and imaginative play. One parent shared that their child enjoyed "cycling, cooking games, insect collecting, making mud pies and building." Another explained that their child enjoyed "playing with water, running around and playing with other children." Staff mostly demonstrated a good understanding of how children learn through play and provided experiences which promoted communication, creativity and problem solving. These opportunities helped children build skills across a range of learning contexts.

The service had identified listening and talking as a priority for improvement and had implemented a range of approaches to strengthen children's communication skills. Story spoons, floorbooks and communication tracking were used to encourage participation and inform next steps in learning. Staff described how children's voices were gathered through floorbooks and used to influence planning. Parents recognised the positive impact of these approaches. One parent reported that their child had "grown in confidence so much" since attending the service. Feedback from professionals recognised staff's commitment to professional learning and inclusive practice, noting that staff used new learning to actively consider how new approaches could be integrated into practice. As a result children had opportunities to develop confidence, communication skills and positive relationships through play and learning.

Parents spoke positively about the quality of learning available to their children and recognised the links between play and development. One parent commented, "I can see what they are doing and what this is supposed to develop in my [child]." Another stated that activities supported their child's "individual needs, interests and development." Professional feedback also highlighted the service's knowledge of child development and collaborative approaches to supporting children and families. One noted that staff consistently demonstrated their understanding of child development and worked closely with partners to identify solutions which met children's needs. This enabled children to access learning experiences that were relevant, enjoyable and responsive to their stage of development.

While children's interests were clearly reflected in planning and learning experiences, opportunities to further strengthen family involvement in learning should continue to be developed. The service had already identified plans to introduce learning journal challenges, purposeful stay-and-play sessions and WOW books. These approaches should strengthen links between learning at home and nursery and provide further opportunities for children and families to share learning together.

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 had developed warm, caring relationships with children and knew them well as individuals. Interactions throughout the nursery were nurturing and respectful, helping children to feel safe, secure and valued. Children were comfortable approaching staff for support, reassurance and conversation during the day. One child shared, "I love playing outside," while another confidently showed visitors around different areas of the nursery. Children's confidence and ease with staff reflected the trusting relationships that had been established. This showed that children felt secure within the setting and had developed trusting relationships with staff.

Staff worked closely with families to develop a strong understanding of children's needs, interests and experiences. Parents spoke very positively about the quality of care and support provided. One parent commented, "The staff are very caring and nurturing. They always keep me updated on my child's day." Another shared, "The staff work great with myself and [my child], helping meet [their] needs and supporting me with [their] behaviour." Parents consistently described staff as approachable, responsive and willing to help. This helped ensure children received support that reflected their individual circumstances and needs.

Effective systems supported children's health, wellbeing and safety. Personal plans, health information, dietary records and daily communication helped staff respond appropriately to individual needs. Children requiring additional support were identified promptly, with staff working alongside families and partner agencies to plan and review interventions. Professional feedback highlighted the service's strong commitment to partnership working and child-centred practice. One professional described leaders as working "tirelessly to find solutions for children" and recognised a collaborative approach which focused on achieving the best outcomes for children and families. As a result, children experienced coordinated support which promoted wellbeing, inclusion and participation.

Children's rights, views and preferences were recognised throughout daily routines and experiences. Staff listened carefully and responded sensitively to both verbal and non-verbal communication. Children's voices were reflected in personal planning, floorbooks and learning discussions, helping ensure experiences remained meaningful and relevant. Staff adapted their approach where children required additional support, encouragement or reassurance. Professionals highlighted the service's "relational approach" and recognised staff as being skilled at developing positive, trusting relationships with children and families. These approaches helped children feel respected, included and valued.

Transitions were planned and managed thoughtfully. Families described feeling welcomed and supported from their first contact with the service. Staff took time to gather information, build relationships and help children become familiar with the environment at their own pace. Parents valued the open communication and reported that staff were always available to discuss their child's wellbeing and progress. As a result children experienced continuity in their care and support, helping them settle confidently and participate fully in nursery life.

Staff knew children well and responded effectively to their individual needs, helping to promote positive experiences and outcomes. As the team continues to develop, there is an opportunity to further strengthen

the sharing of key information about children with newly appointed staff. This would support an even more consistent understanding of children's care, wellbeing and support needs from the outset, helping to ensure continuity of care and positive outcomes for all children.

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	4 - Good
Leadership and management of staff and resources	4 - Good
Children thrive and develop in quality spaces	4 - Good
Children experience high quality spaces	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

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.scot

Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.gov.scot

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 cànan eile ma nithear iartras.

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.