

Early learning and childcare (ELC) setting shared inspection report

Greengairs Primary School and Nursery Class

North Lanarkshire Council

3 March 2026

In January 2026, a team of inspectors from HMIE and the Care Inspectorate visited Greengairs nursery class. During our visit, we talked to parents/carers and children and worked closely with the headteacher and staff.

HM Inspectors and the Care Inspectorate gathered evidence to enable us to evaluate the setting's work using four quality indicators from [the Quality improvement framework for the early learning and childcare sectors](#).

Quality Indicator	Evaluation
Staff skills, knowledge, values and deployment	good
Learning, teaching and assessment	good
Nurturing, care and support	very good
Children's progress	satisfactory/adequate

Key contextual Information

Greengairs nursery class is based within a dedicated area of Greengairs Primary School. There is one main playroom with a small, additional area currently used for art activities. The cloakroom area provides access to a dedicated outdoor space. Children access regularly the school gym, lunch area, garden and local woodlands. The nursery is registered for a maximum of 32 children. Currently, there are 17 children on the roll with a third of these enrolling very recently. The headteacher has overall leadership and responsibility for the nursery. The nursery team includes a senior practitioner, two practitioners and two support workers. There have been necessary changes within the staff team last session. The team worked very well to minimise the impact this had for children and families.

Key inspection findings

- Staff worked hard to promote children's confidence and independence giving them a sense that their views matter, creating a warm and nurturing environment
- The staff were committed to promoting a high-quality setting. They worked extremely well as a team and responded to children's needs with sensitivity and in a timely manner.
- Children who are capable and resourceful. They work well together with one another, staff and parents to design and make improvements to their indoor and outdoor learning spaces.
- A team who need to improve how they assess, record and use information about the progress children make in their learning. This will help staff better identify children who could make even better progress.

Leadership: Staff skills, knowledge, values and deployment

Staff were warm and welcoming and used caring language when interacting with children, families and each other. They showed compassion and love for the children in their care. Creating a warm and nurturing environment. Staff demonstrated a good understanding of how children learn and develop. They worked effectively to promote children's confidence and independence giving them a sense that their views matter.

Staff participated in a variety of training and development opportunities, and a few staff were undertaking relevant qualifications in childcare to support them in their

role. They had successfully implemented new learning to enhance the outcomes for children. Continued staff development should further contribute to the enhancement of the staffs' skills and knowledge.

Using best practice guidance, staff reflected on aspects within the setting such as safety, through the eyes of the children. Children and staff were familiar with potential risks and put safety measures in place to reduce these. However, we identified a few areas related to safety and infection control which staff took swift action to address. There was risk to children if they were to touch a hot radiator, which was addressed immediately. Leaders put in place a satisfactory temporary measure and agreed to put a permanent safety measure in place.

To support staff with leadership roles further development and support would be beneficial.

We found a few elements within the management of medication and areas related to infection control that needed improved. Effective auditing processes should be in place to enable staff to know that best practice is followed. This included updating policies and procedures when changes to guidance are made.

Staff had made good progress embedding the Solihull approach, an evidence-based framework for improving emotional health and relationships with children, families, and communities. Staff told us they found this training extremely useful. They recognised the importance of creating a positive and welcoming environment for all. They had reflected on where changes could be made to enhance the outcomes for families. We could see this as they supported children returning from the festive break and supporting new children starting at the service. The staff commitment to delivering a nurturing approach was having a positive impact on the children's and families' lives.

Staff welcomed a shared approach when making changes within the setting to enhance the outcomes for children. This included staff taking on board individual responsibilities to develop and lead initiatives within the setting. Having time to further embed such initiatives staff confidence and skills could continue to be enhanced and improve outcomes for children.

The staff had formed strong bonds with each other and told us they felt welcomed and valued as a staff member. Staff recognised the importance of strong teamwork. They worked well together and they shared roles and responsibilities. Staff worked in a base area, but we saw that they were flexible and moved to other areas when needed for example, if more children wanted to play outside, they accommodated. Staff responded to children's needs sensitively and in a timely manner, due to being positioned well around the setting.

Children play and learn: Learning, teaching and assessment

Staff use their knowledge of individual children and their families to quickly establish positive relationships. Together they provide a welcoming and reassuring ethos. Staff role model positive interactions and use specific vocabulary very well. They reinforce nursery values meaningfully as they interact sensitively with children. As a result, children are kind and helpful as they support those very new to nursery. Children who require additional support with their learning quickly develop positive attachments with staff and other children as a result of personalised approaches. Children feel increasingly secure to try out new experiences. Staff empower children through well-judged levels of support. The team have worked together well to improve the balance of child- and adult-led experiences. Children have increased time to explore their own interests and group times are less frequent. They respond creatively to images and colour during well planned art activities. Children are resourceful and capable as they make playdough, mix paint colours and transport resources. Staff should now provide more challenging experiences that reflect and build on children's prior learning and skills.

Children regularly influence, change and make adaptations to their learning environments as they design and change learning spaces alongside staff. Staff respond quickly to the interests they notice children have and that are shared by parents. The team use these interests appropriately to promptly inform their planning of learning. Most children show a well-developed understanding of how to keep themselves safe during outdoor play, and when travelling to a nearby woodland. A few children carefully gather, observe and compare pinecones, leaves and changes to the woodland space. They are proud as they take photographs of their friends to celebrate their achievements as they work together to create a den. As planned, staff should now develop further how they use technology to build on children's existing skills.

All staff contribute well to weekly planning meetings where they discuss how they can adapt, change and improve learning experiences. The team should continue to work together to improve how they record and evaluate their planning of learning. Overall approaches to assessing children's progress in learning are at an early stage of development. Staff diligently gather, record and take appropriate account of a wide range of initial information about children's developmental stage. This includes children's interests, medical needs and home circumstances. The team make positive attempts to complete additional focused observations of children's engagement for a few children who require additional support with their learning. Staff regularly share information about experiences children have enjoyed in conversations with parents and through online platforms.

All team members need to develop a better shared understanding of their documentation of learning. Most observations recorded by staff do not yet focus on significant learning for individual children. As planned, senior leaders should now work with staff to improve their skills in identifying, analysing and acting upon what they know children can do, or are ready to do next.

Children are supported to achieve: Nurturing care and support

The service recognised the importance of nurturing relationships being essential in children's growth and development. Being kind to others, showing love and making others feel happy was embedded and underpinned by the settings values. These values enabled staff to work in partnership, creating a setting where children received warm, consistent and responsive care and support. As a result, children felt safe and secure within the setting.

Families were welcomed into the service each day. We observed parents and staff having relaxed, informal and meaningful discussions at this time. This helped them build positive, respectful relationships.

Staff recognised the importance of planning supportive transitions to meet children's individual needs. Morning drop offs and collections were calm, relaxed and gave children time to adjust to the daily routine. Parents were reassured that their children were settled before leaving them.

Well-considered processes were embedded, which supported children when they started at the service or when they moved on to primary school. Staff worked hard to create a space where children's wellbeing needs were being met, resulting in the children having a sense of belonging and feeling of being safe and secure.

Children were calmly informed of changes within the daily routine such as when the snack was ready or it was lunchtime. We discussed how the procedure to support children transition between the indoor and outside areas could be improved. This could be achieved through having a better free flow for children, letting them independently choose to play inside or outside and have easier access to the outdoor clothing.

Children chose from nutritious foods, and menus considered children's cultural and dietary needs, aligned with current dietary guidelines. Lunchtimes were a sociable and relaxed time of day for staff and children to sit together and talk about their experiences. Children told us they liked the foods and singing songs before lunch.

Each child had a personal plan in place which identified targets for them to achieve and suggested opportunities to support these. Staff collaborated with families and other agencies when needed, to ensure meaningful targets and strategies were agreed. We were informed further plans were in place to improve the recording and monitoring of children's needs. Having effective systems to track and monitor children's needs would help enable staff to identify how best to support them and put clear plans in place. We discussed when a review of the planning and paperwork was taking place to consider streamlining the information held and reducing duplication. Staff may want to consider how children can access their personal plans and input information that matters to them.

Staff recognised the importance of collaboration with families and to support this they welcomed families into the service for stay and play sessions and meetings to discuss their child's experiences. Having strong connections with families enabled children to have a sense of belonging between their family and the setting, fostering a family-centred culture and the opportunity to build strong relationships.

Children are supported to achieve: Children's progress

Overall, children make appropriate progress in line with their individual stage of development and needs. Weekly planning meetings, frequent discussions with parents and senior leaders make a valuable contribution to how the team plan learning. The team recognise that they do not yet accurately document the progress children make across their learning. Most learning experiences are appropriate, relevant and motivating. Senior leaders now need to work with colleagues from the local authority to implement a robust system to track, monitor and assess children's progress. Staff need to gather, analyse and use what they know about children's progress to better inform their work. This will help staff identify and address any gaps in learning and ensure all children make the very best possible progress.

Children are increasingly confident as they dress for outdoor play, use tools to investigate ice or check for hazards in their outdoor play area. Older children help one another gather materials and follow instructions to mix paint colours, make playdough or get ready for outdoor play. Almost all children listen carefully to staff and one another. Almost all children demonstrate a keen interest in books. A few children show their well-developed knowledge of authors and illustrators and recognise a few familiar letters and words. They are keen to mark make as they create invitations for a party and write their name. Most children are now ready for increased opportunities to write for a purpose and explore letters, sounds and rhymes in meaningful contexts. A few children enjoy collecting and displaying information

about their friends as they make simple graphs. A small group of children enjoy measuring their playroom as they plan, design and move resources to redesign their home corner. Most children would benefit from increased real-life experiences to apply and develop further their numeracy skills. Children are absorbed, quiet and relaxed in outdoor learning and art activities. They benefit from opportunities to make decisions and try out new ways of using materials. A few children tolerate new experiences for brief periods of time as they learn to cope with change. Overall, children are successful and increasingly confident learners.

All children share and display proudly their achievements from home. Staff should now increase opportunities for children to reflect on their learning more regularly.

All staff have a well-informed understanding of children's home circumstances. The team use this well to identify barriers to learning and children's individual strengths. The team provide individual, sensitive support to families when this is needed. A range of appropriate initiatives encourage parents to recycle uniforms, access other agencies for practical support or specialised input for children. Senior leaders and staff document carefully when children need additional help or personalised strategies to support them to settle in or explore learning experiences. Staff document a wide range of learning experiences children participate in online learning journals. However, staff should now ensure their observations and documentation capture better the progress children make over time. The team now need to reinstate and improve systems to document children's progress. They should improve their understanding of the use of data to ensure equity for all children. This should help staff better identify and plan targeted interventions for individuals or groups of children.

Safeguarding (HMIE)

Inspectors discussed safeguarding and child protection information provided by the ELC setting with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the ELC setting and the education authority.

Outcome of inspection

We are confident that the ELC setting has the capacity to continue to improve and so we will make no more visits in connection with this inspection.

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