

Early learning and childcare (ELC) setting shared inspection report

Langloan Primary School Nursery Class

North Lanarkshire Council

20 January 2026

In November 2025, a team of inspectors from HMIE and the Care Inspectorate visited Langloan Primary School Nursery Class. During our visit, we talked to parents/carers and children and worked closely with the headteacher and staff.

Key inspection findings

- Children are happy and enjoy their nursery experience. Staff support children well to be settled and ready to learn.
- Staff consistently provided warm, caring interactions that helped children feel safe, secure, and valued.
- Children engage very well in their nursery environment. As a result, they continue to make good progress in their learning.
- Some daily routines could be reviewed to help promote smoother transitions and a relaxed pace of the day.
- Staff should continue to develop approaches to capturing children's significant learning.
- Staff were committed to their role and were motivated to develop their knowledge and skills. They would now benefit from further opportunities for reflection and professional dialogue as a team.

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	good
Children's progress	good

Summary of inspection findings

Key contextual Information

Langloan Primary School Nursery Class is situated within Langloan Primary School in Coatbridge, North Lanarkshire. The nursery has two playrooms and an outdoor space, alongside additional space indoors and outdoors which is shared with the school. The nursery is open from 8:50 am to 2:50 pm, five days a week. The nursery is registered for 40 children and at the time of inspection, had 36 children on the roll. There have been significant changes to the staff team over the past year, with most of the staff new in post. Staffing consists of a headteacher, two lead early years practitioners, five keyworkers and two support workers. The headteacher is the registered manager of the nursery class.

Leadership: Staff skills, knowledge, values and deployment

Significant changes within the staff team meant that staff were in the early stages of forming relationships and developing their practice to meet the needs of the children and families. They demonstrated a strong commitment to their role and were motivated to learn from each other. They valued opportunities to further develop their skills and knowledge and were eager to share the positive impact training had on their practice. For example, block play and play pedagogy.

Whilst the staff team worked well together to share information and complete tasks, there were limited opportunities to come together as a team to engage in work-based discussions. Leaders should consider further ways to support staff to having dedicated time for professional dialogue, reflection and self-evaluation. This would contribute to building team knowledge and effectiveness.

Leaders welcomed new staff to the team. Induction processes were supporting them to develop their knowledge of policies and procedures, whilst settling into their role. All staff had participated in health and safety and child protection training. Plans were in place to revisit the National Induction Resource. This will help all staff develop their knowledge of best practice guidance and provide opportunities to reflect on practice to help improve outcomes for children.

Leaders had created an open culture where staff felt safe to reflect and discuss practice. This helped staff understand their responsibilities, learn from mistakes and contributed towards a positive environment for children. There was a variety of skills across the team and leaders ensured inexperienced staff were supported by experienced colleagues. Plans were in place to revisit the settings policies and

procedures to help ensure a consistent approach to support children's care, play and learning.

Staff rotas were in place to help meet the needs of children and to ensure staff had time for a break, to relax and refresh. Staff communicated well with each other and used walkie talkies, which enables staff to communicate across different rooms to support children's access to outdoor play.

Children play and learn: Learning, teaching and assessment

Staff have developed positive, nurturing relationships which support children and families to be valued and respected. All children know their keyworker well and this supports them to feel safe and secure. All staff role model positive behaviour and demonstrate respect to their colleagues. As a result, most children are kind to their peers as they play and learn. Staff place children's wellbeing at the centre of their practice. This strong foundation results in children who develop confidence, independence and make choices in their learning.

All children engage well in the inviting learning environment. Staff ensure children have opportunities to engage in real-life experiences indoors, outdoors and within their local community. Children engage in and explore a range of learning experiences across the curriculum, supporting them to be curious and creative. For example, children engage in science, technology, engineering and maths experiences, using a range of materials to solve given problems. Children engage well in the outdoor environment as they navigate the climbing apparatus and confidently ride bikes. Staff recognise they need to continue to develop their outdoor environment. They should also review the flow of the day to continue to monitor the impact of interruptions to children's play and learning.

Staff continue to develop further their knowledge and skills of how young children learn. They are committed to developing approaches that support all children in their learning. Staff know all children very well, listen effectively to them and are attuned to their needs and interests. Most staff use commentary well to support and scaffold children's learning. For example, staff engage well with children in the story corner to build on their interests and discussions. Staff interactions promote a calm, supportive and purposeful learning environment. Staff are respectful with parents and offer support to include them in their child's learning. For example, staff invite parents to an information session on engaging with children's online journals. As planned, staff should continue to offer support to access the online platform.

Staff support children well to develop their independence and build on a range of skills. For example, children serve themselves at snack and lunchtime. Children engage well with digital technology to enhance their learning. Staff also use a computer tablet to share children's learning and support children to reflect on their

prior learning. Staff should continue to use a range of digital technology to extend children's learning.

Staff work effectively with parents, partners and colleagues to gather information on children's prior learning. Parents complete an 'All about Me' as children start nursery and staff use this information well to inform children's future learning. Staff arrange helpful parent consultation meetings across the year. This supports parents to understand their child's learning journey.

Staff observe and capture effectively children's engagement in learning. They continue to develop a consistent approach to identifying significant learning in learning journals. Staff respond well to children's interests and plan for children's learning using a range of approaches, including responsive and intentional planning. They should continue to develop an appropriate balance of child-initiated, adult-initiated and adult-directed experiences.

Staff, supported effectively by senior leaders, are at the early stages of implementing fully their approaches to assessment. This includes the use of online journals, individual trackers and an overview of Curriculum for Excellence experiences and outcomes. Staff use their knowledge of children, alongside the available data, to identify children who may require additional support with their learning. Staff should continue to use available data to inform children's next steps in learning to ensure all children continue to make better progress in their learning.

Areas for improvement – As planned, staff should continue to develop a consistent approach to observing and recording children's significant learning. This should enable staff to identify more clearly gaps in learning and support children to make improved progress in learning.

Children are supported to achieve: Nurturing care and support

Children were happy, settled and confident within the play spaces. Staff recognised the importance of building nurturing relationships to support children's wellbeing. This was consistent with the setting's vision of 'Langloan loves, listens and learns'. Children received warm and caring interactions. This included offering cuddles and sitting on staff knees. This helped children to feel safe and secure.

Children were well supported during transitions, both when starting nursery and when moving onto school. Access to wider school facilities, such as the gym hall and playground, enhanced their experiences and supported transitions. Children particularly enjoyed football, cycling and other sports. A review of some daily transitions would further promote children's wellbeing and maximise play opportunities. For example, welcome time, lunch time and end of the day routines. (see area for improvement 1).

Children mostly experienced relaxed and sociable mealtimes. Staff promoted independence by enabling children to butter their own toast and self-serving food and drinks. Water was readily available, helping ensure they stayed hydrated. Staff sat with children, which helped ensure they were safe whilst eating and helped provide valuable opportunities for language development.

Some children ate their lunch within the playroom and snacks were offered outdoors, which helped avoid interruptions to play. Older children ate lunch within the school dining hall. However, this sometimes led to children waiting unnecessary before returning to play. Staff could consider more flexible arrangements to reduce waiting times. At lunchtime, only one hot option was available, which limited children's choice. Whilst snacks helped ensure children were not hungry, we discussed where children would benefit from being offered more variety at lunchtime to better meet their preferences.

Children's care and wellbeing needs were met through effective use of personal plans. Important information was gathered about children's likes, interests, medical needs and dietary requirements. Staff used wellbeing indicators to meet children's needs, taking account of their stage of development and personal life circumstances. Staff could now develop further targets to help strengthen planning for children's next stage of learning and development.

Staff had formed positive links with partnership agencies, including speech and language therapists and an educational psychologist. This helped staff develop appropriate strategies for children requiring additional support. Staff were responsive to children's verbal and non-verbal cues, helping ensure children felt included and supported the development of their communication skills.

Area for improvement

To promote children's wellbeing, learning and development the provider should review approaches to daily routines. This should include but not be limited, to transitions at lunchtime, and arrival and end of the day routines.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: 'As a child, I can direct my own play and activities in the way that I choose and freely access a wide range of experiences and resources suitable for my age and stage, which stimulate my natural curiosity, learning and creativity' (HSCS 2.27) and 'I am empowered and enabled to be as independent and as in control of my life as I want and can be' (HSCS 2.2).

Children are supported to achieve: Children's progress

Children make good progress in their learning for their age and stage of development. Staff support children well to become confident, resilient and independent learners. They offer a range of experiences across the curriculum,

which promotes children's overall learning and development. Staff effectively support all children, including those who may require additional support, to make choices in their learning. Staff encourage all children to share and talk about their learning in a sensitive and supportive manner. As a result, children are developing their understanding of themselves as learners.

Senior leaders' strong focus on health and wellbeing ensures children and staff feel valued and supported in the setting. Children's initial targets have a focus on health and wellbeing to ensure children feel settled, secure and ready to learn. Staff provide opportunities which develop well children's early language and communication skills, throughout their literacy rich environment. Children enjoy listening to stories and become engrossed in engaging and exciting storytelling sessions. Staff capture children's voice well through a range of planning approaches and reflection, with a few children scribing their views. As a result, children have ownership of their learning. Staff provide an environment where children develop their numeracy and mathematical skills well to make appropriate progress. Children recite numbers in daily routines, with a few counting beyond ten. Children engage well within the block play area, using blocks to count, problem solve and create designs. Staff should continue to offer a broader range of experiences across the curriculum.

Staff use their professional judgement, alongside observations and available data, to make decisions about children's progress. Senior leaders support staff very well to understand and interpret data to secure positive outcomes for all children. Staff should continue to develop their approaches to observing, tracking and monitoring children's progress. In doing so, they should ensure approaches are proportionate and manageable.

Staff praise and encourage children naturally through their everyday conversations and interactions. Children participate in the whole school award system and receive recognition and monthly awards at 'spotlight assemblies'. Staff track these awards carefully to make sure all children experience success across the year. Staff encourage parents to share achievements from home and a few share these through the online platform. Staff should continue to encourage parents to share all achievements from home. This should enable staff to capture and build on children's successes and achievements to inform planned learning and develop further children's skills.

Staff know their children and families very well and offer timely support in a sensitive manner. They take good account of the individual needs and cultures of children and families. Staff are aware of the socio-economic context of children and families and use this information wisely to support children's learning. Staff support children who may require additional support with their learning very well. They use a range of strategies to support children and monitor these to ensure they result in positive outcomes for all children.

Areas for improvement

As planned, senior leaders and staff should continue to develop further their approaches to tracking children's progress over time. This should support clearly the identification of children's next steps in learning.

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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