

# Windmill Nursery Day Care of Children

43/47 Windmillhill Street  
Motherwell  
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Telephone: 01698 254 177

**Type of inspection:**  
Announced

**Completed on:**  
14 May 2025

**Service provided by:**  
Windmill Nursery

**Service provider number:**  
SP2008009997

**Service no:**  
CS2008183036

## About the service

The service is provided by Windmill Nursery and is in partnership with North Lanarkshire Council to provide funded places for children aged two-years and over. The funded sessions operate between 09:00 and 15:00 school term only. Additional hours can be made in agreement with the service

The service is registered to provide care to a maximum of:

- six children aged from 0 - under two-years in the ante-room;
- three children aged 18-months to under two-years, and 10 children aged from two-years to under three-years: OR six children aged 18-months to under two-years, and five children aged from two-years to under three-years in the main playroom; and
- 30 children aged from three-years to those not yet attending primary school in the main playroom.

The service operates between 08:00 and 18:00 all year round. The service is provided from a church hall. The babies have a designated area and the older children are cared for in the main hall, which is separated into two areas to meet the needs of the children. At the time of inspection 48 children were registered to use the service.

## About the inspection

This was an unannounced inspection which took place on 13 and 14 May 2025. The inspection was carried out by one inspector from the Care Inspectorate. Two Education Scotland inspectors were also present at the inspection, they completed a follow-up inspection and the published outcome will be available on the Education Scotland website.

To prepare for the inspection, we reviewed information about this service. This included previous inspection findings, registration information, information submitted by the service, and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- spoke with a small group of children using the service
- we gathered feedback from one family using a survey
- spoke with all staff and management
- observed practice and daily life
- reviewed documents.

As part of this inspection, we undertook a focus area. We have gathered specific information to help us understand more about how services support children's safety, wellbeing and engagement in their play and learning.

This included reviewing the following aspects:

- staff deployment
- safety of the physical environment, indoors and outdoors
- the quality of personal plans and how well children's needs are being met
- children's engagement with the experiences provided in their setting.

This information will be anonymised and analysed to help inform our future work with services.

## Key messages

- Children were happy, welcoming, and confident within the setting.
- Interactions between staff and children were warm, caring, and respectful.
- Staff had grown in confidence and were more informed about children's development and learning needs.
- Staff had worked well together to make improvements in the setting to create more enriched learning spaces, that met the children's needs.
- Management had a good understanding of the service strengths and areas for further improvement.
- Staff were keen to further enhance their skills and knowledge. They had attended a variety of training and development opportunities, which had led to better outcomes for the 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

How good is our care, play and learning?	3 - Adequate
How good is our setting?	4 - Good
How good is our leadership?	3 - Adequate
How good is our staff team?	4 - Good

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

## How good is our care, play and learning?

## 3 - Adequate

We evaluated this key question as adequate. While the strengths had a positive impact, key areas needed to be improved.

### Quality indicator 1.1: Nurturing care and support

We found children to be happy, welcoming, and confident within the setting. Children were keen to ask inspectors who we were and why we were visiting, with some showing us around the nursery. Children and their parents were welcomed into the nursery each morning, giving children a positive start to their day. In addition, parents attended parents' meetings and stay and play sessions to share and learn about their child/children's experiences. The staff worked hard to build positive relationships with the children and families. The service should continue to deliver such a nurturing approach.

Staff had recently attended training to improve their skills and knowledge, to enhance their interaction skills with children. We found staff to be using effective strategies to support children to express their feelings and regulate their emotions. Through the use of materials of interest and staff knowing children's personal preferences, we found children were more settled, and as a result, more engaged in their play.

Mealtimes throughout the service had improved. Children were eating meals in their designated play spaces and staff were sitting with them to help and keep them safe. Staff were aware of possible hazards at mealtimes and implemented safety measures, such as, cutting food into strips to reduce likelihood of choking. Children were encouraged to learn skills, for example, self serving and pouring drinks. We discussed that the main hall became noisy during this period, as all children were inside. We have asked the service to consider ways to create a more calm and relaxed atmosphere during mealtimes.

For the younger children, staff ensured they followed their home routines, where possible. They planned children's care around their personal preferences, such as, sleep routines and mealtimes. We saw children being comforted and safe sleeping guidance being followed. The children under three-years were being supported with spaces designed to meet their needs, giving them a sense of ownership, security, and comfort.

Each child's information is recorded in a personal learning plan, which were kept secure. Staff planned children's experiences in response to their individual needs and interests. They recorded and evaluated children's experiences within their own profiles and room floor books. A few of the older children recalled their experiences, whilst showing the inspector their profiles, which contained photographs and observations of their experiences. The service had made some improvements to the planning system since the last inspection, however, we discussed the need for further development, and as a result, we have made an area for improvement (see area for improvement 1).

### Quality indicator 1.3: Play and learning

Changes made to the daily routine meant children's experiences were more reflective of their needs and interests. Their start to the day was positive, they entered calm and settled, keen to play and learn. We observed this continued most of the day, however, we discussed on a few occasions where the impact of the daily routine, such as, when staff went for lunch and at the end of the session when children went into groups, could be further developed. The leaders within the service agreed to reflect on these times of the day and make positive changes.

Since the last inspection, the service had divided the main hall into two play spaces, one for children under three-years, and one for children over three-years. Staff told us that these changes had been positive, they found children to be more settled, secure, and engaged in play and learning. Creating these spaces had enabled the staff to plan and provide play and learning materials that were more stage appropriate. We saw for example, an increased use of early literacy and numeracy materials for the older children, and for the under three-years group more materials for them to explore and investigate how to use them. Staff should continue to reflect on the play spaces and materials to ensure they meet the needs of the children.

The babies were cared for within a small designated room. The staff planned this area to support children's needs, for example, providing materials to support their physical development including learning to crawl and to grasp and hold objects. Staff offered parents home link bags providing some materials to take home to promote early numeracy and literacy. Parent's feedback to the service was that the children enjoyed learning at home and they had fun singing and clapping their hands to the tunes. Staff should continue to offer that personalised and nurturing approach to play and learning.

All children had access to an outdoor play space. We found each age group having a designated outdoor space had enhanced their outdoor play and learning opportunities. The older children had free access to the outdoor space and when it was open, they self registered to inform staff where they were playing. The younger children had scheduled time outdoors but we saw staff organised this around their needs. The staff should continue to enhance children's outdoor learning experiences, with a focus for the younger children.

### Areas for improvement

1. To support children's health, wellbeing, and safety, each child should have a personal plan in place that clearly shows children's care and learning needs.

This should include but not be limited to:

- initial story to gathering information 'what matters to the child';
- identify key needs which include health, welfare, and learning needs;
- strategies to support identified needs; and
- a review and reflection on children's progress, and a plan for what's next.

This is to ensure the quality of care is consistent with the Health and Social Care Standards (HSCS) which states:

'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)

and

'My care and support meets my needs and is right for me' (HSCS 1.19).

### How good is our setting?

**4 - Good**

We found several strengths impacted positively on outcomes for children, and they clearly outweighed areas for improvement, therefore, we evaluated this key question as good.

**Quality indicator 2.2: Children experience high quality facilities**

The setting was secure, welcoming, and well maintained. Staff were vigilant monitoring the entrance and exits, especially at busier times of the day. To enhance safety within the setting they had made some changes. Within the play room, they had created a designated space for the younger children and added internal security gates to stop children entering the entrance hall without staff supervision. At the front entrance, they had an alert alarm installed to inform staff each time the door opened. However, leaders told us that following a recent review of safety measures, they found staff manning the entrance/exit was the best way to reduce any risk to children. We discussed this to ensure any safety measures put in place have limited impact on the outcome for children, and the leaders agreed.

The main playroom had lots of natural light and was well ventilated. The staff had redesigned the play spaces to provide different play and learning experiences to meet children's needs and interests. There were areas, for example, for art, block play, messy play, and story corners. Each area had open shelves with materials on view for children to self select.

Staff set up these areas to inspire children's natural curiosity to play and learn. On the day of the inspection, we saw children painting pictures of flowers, using a vase of flowers on the table for inspiration. Each area had been audited to ensure it incorporated meaningful early literacy materials, for example, by children having access to books and mark making. The service's next steps were to audit the playroom to ensure children had access to meaningful early numeracy materials.

We found good infection control measures were in place. Children and staff followed good hand hygiene and nappy changing procedures. Staff were well informed about good infection control measures and ensured these were implemented.

The service had continued to develop children's access to outdoors. They had started to use the small rear garden for the younger children. They had risk assessed the space and put enhanced safety measures in place until the larger pieces of furniture were removed. However, on viewing this space, we found that due to the number of improvements needed to make this a safe and inviting space for children to play, we have made an area for improvement (see area for improvement 1).

Overall, the setting provided children a friendly, welcoming space, that belonged to them where they could play and learn, and be supported by caring and kind staff.

## Areas for improvement

1. To support children's wellbeing, learning, and development, the provider should ensure the children have access to a high-quality environment that is well designed. This should include, but not be limited to, children having access to a well designed outdoor space that is suitably furnished and has appropriate safety measures in place.

This is to ensure the quality of the environment is consistent with the Health and Social Care Standards (HSCS) which states; that as a child, the premises should be adapted, equipped and furnished to meet children's needs and wishes (HSCS 5.16)

and

'I can use an appropriate mix of private and communal areas, including accessible outdoor space, because the premises have been designed or adapted for high quality care and support' (HSCS 5.1).

**How good is our leadership?****3 - Adequate**

We evaluated this key question as adequate. Whilst the strengths had a positive impact, key areas needed to be improved.

**Quality indicator 3.1: Quality assurance and improvement are led well**

There had been changes with the management structure since the last inspection. The new management structure was working well, and they were working closely with North Lanarkshire Early Years team to address the improvements identified at the last inspection.

We could see the improvements made, including those to the environment, in staff skills, and outcomes for the children. The service were dedicated and had allocated time and resources to improve staff skills and knowledge. Staff told us that the training and support had been invaluable. Staff spoke with increased confidence and knowledge about good practice guidance. We found staff were motivated and were more confident early years workers. The service had prioritised where improvements were needed, and had put in place a three-year plan to help them achieve their goals. The leaders should continue with the service improvement plan taking time to embed the positive changes.

To further support the leaders achieve the service improvement goals, they have signed up to attend the Care Inspectorate Improvement workshops. This should further support them to identify small changes, monitor when changes are made, and ensure they are maintained.

Safer recruitment procedures were implemented and all staff required to be registered with the Scottish Social Services Council (SSSC), the professional body for social service workers, they were or had applications in process.

The management were aware of the requirement to notify the Care Inspectorate of certain events and changes to the service, which included serious incidents.

**How good is our staff team?****4 - Good**

We found several strengths impacted positively on outcomes for children, and they clearly outweighed areas for improvement, therefore, we evaluated this key question as good.

**Quality indicator 4.3 Staff deployment**

The staff team provided a range of skills and experience to the service. They worked well as a team. Staff told us they were very happy in their roles and worked together to ensure they met the needs of the children and their families. Since the last inspection, there had been minimal changes to the staff team, which had helped them to implement the positive changes, and continue to improve the outcomes for children.

Staff had become more reflective about their practice, on what worked well and where positive changes could be made. All staff shared with us how they found professional discussions and recent training had helped them to improve outcomes for children. They shared how recent training in supporting children to express their emotions, for example, to establish clear routines had reduced children's anxiety and gave them a better sense of security. Staff had worked hard to implement their new learning and were keen to attend future training and development events. They spoke about further training and ideas to incorporate more therapeutic interventions, including mindfulness.

The service had ample staff to meet the recommended adult to child ratio. The ratio had been adapted to meet the needs of the children, for example, for children with higher dependency levels. Staff were positioned well throughout the service and were able to appropriately respond to children's needs and provided quality care and support. Staff communications had improved and we found when daily tasks were undertaken there were less interruptions to the children's play.

Staff were caring, kind, and were more knowledgeable on how to ensure the service provided met children's rights. They were growing in confidence allowing children to have a voice and valuing their ideas. Staff should continue to create a service that has a warm atmosphere, and recognises the importance of attachment and effective interactions to provide children with a positive start in life.

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

### Requirements

#### Requirement 1

By 31 March 2025, the provider must ensure staff are skilled and competent to support meeting the needs of children, keep them safe, and provide high quality outcomes for children.

To do this, the provider must, at a minimum:

- a) ensure staff understand the development needs of the children in their care;
- b) ensure after being trained on elements of their roles, staff can demonstrate and put into practice what they have learned;
- c) a meaningful staff induction process is implemented to ensure staff have the correct skills and knowledge to complete their roles and responsibilities; and
- d) ensure staff implement good practice guidance to meet children's wellbeing needs.

This is in order to comply with section 8 of the Health and Care (Staffing) (Scotland) Act 2019.

This is to ensure that care and support is consistent with Health and Social Care Standards (HSCS) which states:

'I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes' (HSCS 3.14).

**This requirement was made on 10 December 2024.**



### Action taken on previous requirement

Since the last inspection, the service reviewed staff practice and knowledge, they identified the areas where staff would most benefit from training and development. To achieve this in consultation with the North Lanarkshire Early Years team, they sourced and provided training.

Staff attended training to support them provide better quality care and support to meet children's needs. We observed practice and talked to staff at the inspection. We found that staff had benefitted from the training and were using new skills and knowledge in their day-to-day practice. This included how to support children's emotional development and early literacy skills.

Throughout the inspection, staff were observed to be better deployed to support children's needs, following good practice guidance and having nurturing interactions with children.

For new staff being employed, the service were using the national induction pack and providing support to ensure they were made welcome and following the service policies and procedures.

We evaluated the service had taken significant steps to ensure staff had the right skills and knowledge to fulfil their roles and responsibilities. Staff had identified and had plans to continue with further training and development opportunities. We agreed that staff had worked hard to improve their practice, but would still benefit from further professional development.

**As a result of our findings, we found that the service had met this requirement.**

**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 children's wellbeing, learning, and development, the provider should ensure that effective planning is in place to meet the needs of the children.

These should include, but not limited to;

- identifying and supporting children's health and wellbeing needs;
- delivering play and learning experiences that meet children's needs; and
- agreeing personal plans in consultation with parents, staff and other professionals.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states:

'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)

and

'My care and support meets my needs and is right for me' (HSCS 1.19).

**This area for improvement was made on 10 December 2024.**

## Action taken since then

Each child's information is recorded in a personal learning plan sheet. Staff, as a team, review children's needs and record information in floor books including children's experiences, evaluation of children's learning and planned ideas on what's next to further support their learning and development needs. In addition, children's profiles record their individual experiences.

Staff had taken significant steps to improve the play and learning experiences for children. We observed children to be engaged and having fun whilst they played. Families were regularly consulted about their children's needs, and staff spoke to them daily to share information.

We discussed the need for the records kept, to be further enhanced, to include a clear plan for each child, to show children's progress, and how the service planned to support them during their time in the service. We have made a new area for improvement for this under the key question, 'how good is our care, play and learning?'

We have evaluated that they had made progress in this area, but that there was still some work to be done to streamline and ensure all planning was meaningful. However, management were aware of this and had a plan to address this.

**As a result, this area for improvement has been met.**

## Previous area for improvement 2

To support children's wellbeing, learning, and development, the provider should ensure the children have access to a high-quality learning environment. This should include, but not be limited to, children being cared for within an environment that is the right size and provides access to resources that meet their needs.

This is to ensure the quality of the environment is consistent with the Health and Social Care Standards (HSCS) which states:

'I have fun as I develop my skills my understanding, thinking, investigation and problem solving, including through imaginative play and storytelling' (HSCS 1.27)

and

'I can direct my own play and activities in the way that I choose, and freely access a wide range of experiences and resources for my age and stage, which stimulate my natural curiosity, learning and creativity' (HSCS 2.27).

**This area for improvement was made on 10 December 2024.**

## Action taken since then

Since the last inspection, the service had taken significant steps to improve the quality of the service environment. They made the decision to divide the main hall into two areas, one for each designated age

group. Staff and children were more confident and had ownership of these spaces. Staff continually reflected on how these spaces support children's needs and made changes when needed. Children had better access to suitable materials within a safe space.

**As a result, this area for improvement had 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](http://www.careinspectorate.com)

## Detailed evaluations

How good is our care, play and learning?	3 - Adequate
1.1 Nurturing care and support	4 - Good
1.3 Play and learning	3 - Adequate
How good is our setting?	4 - Good
2.2 Children experience high quality facilities	4 - Good
How good is our leadership?	3 - Adequate
3.1 Quality assurance and improvement are led well	3 - Adequate
How good is our staff team?	4 - Good
4.3 Staff deployment	4 - Good

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