Inchinnan Community Nursery
Day Care of Children

Inchinnan Primary School
Old Greenock Road
Inchinnan
Renfrew
PA4 9PH

Telephone: 01418 126 540

Type of inspection:
Unannounced

Completed on:
9 September 2025

Service provided by:
Inchinnan Community Nursery Committee

Service provider number:
SP2003001002

Service no:
CS2003004816

About the service

Inchinnan Community Nursery registered with the Care Inspectorate in April 2011. It is registered to provide care for a maximum of 40 children from the age of three years to those who are not yet attending primary school. The service works in partnership with Renfrewshire Council to provide early learning and childcare. The service is provided from its own premises, which comprise of a playroom, cloakroom and toilet facilities, within the grounds
of Inchinnan Primary School in Renfrewshire. Children have access to a secure outdoor play area and adjoining woodland. The service's main aim is to provide a safe, secure and stimulating environment.

About the inspection

This was an unannounced inspection which took place on 8 and 9 September 2025. The inspection was carried out by one inspector from the Care Inspectorate. A team manager was also present as part of the Care Inspectorate's quality assurance process.

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 number of children using the service
- gathered the feedback from nine family members of children using the service
- spoke with staff and management present on the days we visited the service
- gathered feedback from two staff members using questionnaires
- observed staff practice and children's experiences
- reviewed documents.

Key messages

- Children were cared for by a friendly, kind and attentive staff team who knew them well.
- The staff team were well established, committed and professional and were committed to improving outcomes for children.
- Children were cared for in a welcoming, spacious, bright and well-resourced setting.
- A formal planning approach would benefit the service in supporting outcomes for children further.
- The manager demonstrated motivation and commitment to make improvements which had a positive impact on outcomes for children and families.
- Children were having fun and were engaged in all areas of the setting.

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?	4 - Good
How good is our setting?	5 - Very Good
How good is our leadership?	4 - Good
How good is our staff team?	5 - Very Good

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

How good is our care, play and learning? 4 - Good

We evaluated this key question as **good**, where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Quality Indicator 1.1: Nurturing care and support

Children were observed to be happy, settled and having fun during the inspection. They received warm, nurturing care from staff who demonstrated a strong understanding of individual needs. Staff responded sensitively, offering cuddles, praise, and reassurance.
For example, children who were upset on arrival were comforted, and staff supported the use of comfort objects from home. These approaches supported children to feel safe, secure, and emotionally settled. One parent commented "Staff are very caring and know my child very well which is reassuring." and another shared "They know my child extremely well."

The manager and staff had built strong, trusting relationships with families, creating a welcoming and inclusive environment. Staff took time to engage in meaningful conversations with families during drop off and collection times and shared key information with parents through digital platforms throughout the day. For example, a parent was messaged at lunch time to inform them their child had not eaten to allow his collection time to be amended. These strong partnerships supported children's wellbeing.

Systems were in place which ensured the safe management and administration of medication. Permission forms were in place which detailed most information about children's medical needs. Staff were responsive to our suggestion to expand these to ensure the process was more robust. For example, some forms would benefit from more specific detail about allergies. Children's medication was mainly stored according to good practice although we advised that emergency medication should be more readily accessible. This will support children's health and safety.

Personal plans were created in partnership with parents and reflected children's health, safety and wellbeing needs. Staff worked collaboratively with parents to develop and review plans during termly wellbeing review meetings, digital platforms and daily handovers, and updates were evident through well maintained chronologies. Parents strongly agreed that they were fully involved in developing and reviewing personal plans. One parent commented, "I am updated constantly and have regular contact with the staff and manager" and another shared "I have been invited into the nursery at regular intervals to discuss my child's progress." This supported children's overall wellbeing and development.

Mealtimes were relaxed and sociable. Staff sat with children ensuring their safety, encouraging conversation, offering praise and emotional support was provided to children reluctant to eat. This supported children's wellbeing and social development. Children were supported to stay hydrated throughout the day with access to their own individual water bottles. There were opportunities for children to be independent, for example, they self-served their lunch, promoting independence and confidence. We shared with the management how this could be further developed, such as children setting up for lunch to further support life skills. Families commented positively with one parent sharing, "My child is a fussy eater, but nursery is helping them try new things."

Quality Indicator 1.3 Play and learning

We observed children having fun and being engaged in their play and learning. Children had the opportunity to lead their own play. We observed adult directed and freely chosen activities which were supporting children to develop their curiosity and some key skills in creativity, literacy and fine motor development. For example we saw children engage in painting, stories and imaginative play with dinosaurs. As a result, children engaged well in experiences suited to their interests. One parent commented "My child is always so enthusiastic about nursery. They love the art activities, forest walks and playing outdoors."

Children's experiences, interests, and voices were recorded using digital platforms such as learning journals and Book Creator. Staff carried out focused observations and tracking which recorded children's individual progress. We discussed with the manager about implementing a more formal planning approach to help link children's interests, tracking, and next steps, enabling staff to plan more effectively for each child's learning.

Play experiences supported children's development of numeracy, language and literacy skills. For example, staff encouraged children to count and recognise colours through art experiences, they had story books read to them and participated in weighing and measuring using scales outdoors. As a result, children were supported to build on literacy and numeracy skills in a fun and meaningful way.

Children went outdoors regularly for fresh air and physical exercise, staff facilitated this due to difficulty with children opening the door. Children had access to a good range of resources and experiences that supported their inquiry and curiosity skills such as sand and water play, mud kitchen, tubing for posting items and blocks for building. This supported children's learning through play and overall wellbeing.

Children had opportunities to connect with their local community. For example, they benefited from access to a forest area that encouraged risky and adventurous play, participation in a local craft group that fostered creativity, and use of nearby parks and football pitches that supported physical development. Parents commented positively on the variety of community experiences such as, community walks, care home visits, library and local park visits, gardening activities and access to the woodland area. This contributed positively to the children's physical health and emotional wellbeing, while also fostering a sense of belonging to their local area.

How good is our setting? 5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as **very good.**

Quality Indicator 2.2: Children experience high quality facilities

Children were cared for in a fresh and bright environment with lots of natural light and ventilation. The nursery was located within the grounds of Inchinnan Primary School and a secure entry system ensured children's safety. Children had their own individual storage space in the entrance area for personal items, which helped promote a sense of ownership and belonging within the setting.

The service consisted of a large playroom, an outdoor area and access to a cosy area in the foyer designed to support children's emotional regulation.

This space provided a quiet, comfortable area where children could take time to self-regulate, rest, relax and access emotional regulation books and resources away from the main playroom. We discussed with the manager that extending this area to provide an opportunity for children to sleep would further support children's wellbeing.

Furnishings and resources were high quality, well maintained, and included natural and real-life objects creating a homely environment. For example, real life pots and pans and loose materials supported children's creativity. Spaces were created to allow children to move freely around the playroom, with easy access to materials that encouraged independence and choice. For example, we saw children select playdough resources, books, and blocks, and enjoyed dressing up and role play in the home corner, which supported creativity and imagination. This supported children in developing their play in a way that met their needs and was meaningful to them.

Children's health and wellbeing was supported through regular outdoor play and exercise. They had access to a well-resourced garden area with a designated outdoor toilet supporting uninterrupted outdoor play. We observed children access activities such as water play using guttering and open-ended materials that were particularly popular, helping children develop early mathematical skills through pouring, filling, and transporting. This supported children's exploratory play and problem-solving skills. A wooden den provided a quiet space for children to relax and engage in calmer activities, such as building with magnetic tiles, which supported creativity, concentration, and fine motor skills. The garden was recently upgraded with planters; plans are in place to use this area for growing and planting activities. This will enhance children's understanding of nature, responsibility, and early science skills.

Infection prevention and control procedures were well established. The environment was clean and tidy, with surfaces kept free from clutter. One parent shared "Environment is well cared for and kept clean." Staff and children practiced good hand hygiene, and children were supported and supervised to wash their hands regularly, for example, before meals and after playing outside, helping to reduce the risk of cross-infection. We discussed with the manager a dedicated nappy changing unit would be required to meet current guidance. The manager agreed to speak with the local authority to address this issue. The sandpit outdoors did not have a cover. We recommended that a suitable cover is in place when the sandpit was not in use. This will ensure a safe hygienic environment for children.

Children were kept safe through a variety of measures. The service was registered with the ICO (Information Commissioner's Office) showing the service's commitment to confidentiality and data protection. A secure entry system and risk assessments helped keep children safe within the setting and out in the community. One parent commented "safety management is thorough." These measures created a safe and secure environment for children.

How good is our leadership? 4 - Good

We evaluated this key question as **good**, where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Quality Indicator 3.1: Quality assurance and improvement are led well

The manager of the service was visible, friendly, and approachable to children, their families, and staff. Staff told us they felt supported professionally and personally by the manager.

This created a positive environment which focused on relationships and effective communication, creating conditions where people felt confident to discuss ideas, improvements, and issues. One parent shared "The manager is always on hand to answer questions and always so helpful and supportive."

The service had an improvement plan in place which outlined actions taken to improve literacy and numeracy outcomes for children. While these areas aligned with local authority priorities, we discussed with the manager how the plan could more clearly reflect the service's current priorities. For example, next steps were identified as an area for development but were not reflected in the plan. This would ensure priorities are relevant to the settings needs.

A monitoring calendar was in place, outlining key quality assurance tasks such as auditing learning journals and care plans and playroom practice. Staff were encouraged to take on leadership roles and contribute to monitoring and improvement activities such as leading literacy development through the Dolly Parton imagination library and Forest school development. This helped to build shared responsibility and develop leadership skills across the team, supporting ongoing improvement. We encouraged the manager to further develop systems for recording the processes and impact of quality assurance activities. Collecting clear evidence will support more informed decision-making and demonstrate the effectiveness of improvements.

The service valued connections with families, recognising the important role they play in the life of the setting. Families' views were respected and their contributions welcomed. Families were invited to be involved in a variety of projects such as planting and reading stories. Parents' views were sought through daily chats, online digital platforms and some questionnaires. This inclusive approach supported families to feel involved and part of the setting.
Staff had opportunities to reflect, share their learning and good practice through regular team meetings and through WhatsApp. This supported staff to be reflective practitioners and showed commitment to improving the service and improve outcomes for children.

How good is our staff team? 5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as **very good.**

Quality indicator 4.3: Staff deployment

The nursery benefits from a long-standing, experienced staff team who responded warmly to children's needs, creating a secure and nurturing environment. Staffing ratios consistently met the needs of children and ensured appropriate levels of supervision and engagement throughout the day. Staff were deployed effectively across indoor and outdoor areas, with clear allocation of areas. This ensured consistent support for children and allowed time for face-to-face dialogue with parents.

Staff breaks were managed effectively to ensure they did not impact on children's experiences. The manager actively supported key times, for example drop off and collection times, children's lunches, ensuring appropriate staffing for supervision and safety while allowing staff to take dedicated breaks and return refreshed. One parent commented, "The way my child talks about nursery I feel there is always enough staff to help and support them and if I contact the nursery there is always someone on hand to respond."

A positive team ethos was evident across the setting. The manager was visible and supported staff daily within the playroom, providing leadership and direction.

They engaged positively with families during collection and drop off times. Parents commented positively on their presence and support. One parent shared "The Manager is very involved."
Staff demonstrated effective communication throughout the inspection, using both verbal exchanges, walkie talkies and each staff member had a dedicated iPad to share information with parents and as a team. Their clear communication enabled them to support children well.
A digital app was used to track the number of children in attendance, and a paper format was available should technical difficulties arise. This approach ensured children were kept safe.

All staff were appropriately registered with the SSSC (Scottish Social Services Council). This ensured that children were cared for by qualified professionals, contributing to a safe, high-quality learning environment. They showed a strong commitment to ongoing professional development which was documented within staff files. Access to online training platforms, use of staff meetings, training provided by the local Authority and use of WhatsApp supported staff's continual professional development. Training included child protection, forest training, first aid and story telling. This ensured staff were knowledgeable, skilled, and well-prepared to meet the needs of the children in their care.

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

The provider should ensure that the medication system is reviewed and action taken to ensure that expiry dates for children's medicines are monitored regularly. This is in order to comply with the Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011, Scottish Statutory Instrument 2011/210 Regulation 4(1) (a) Welfare of users - A provider must make provision of the health, welfare and safety of service users.

This area for improvement was made on 12 March 2018.

Action taken since then
The service had implemented systems to review medication and regular monitoring was carried out to review expiry dates.

Previous area for improvement 2

The provider should ensure that all necessary background checks of staff that permit them to undertake regulated work with children have been completed prior to commencing work in the service in line with Care Inspectorate good practice guidance 'Safer Recruitment Through Better Recruitment' (2016). This is to comply with SSI: 2011/210 Regulation 9 (1) Fitness of employees and Protection of Vulnerable Groups (Scotland) Act 2007, Part V of the Police Act 1997).

This area for improvement was made on 12 March 2018.

Action taken since then

The service had implemented safer recruitment procedures to ensure all necessary background checks were carried out prior to commencement of employment.

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

How good is our care, play and learning?	4 - Good
1.1 Nurturing care and support	5 - Very Good
1.3 Play and learning	4 - Good

How good is our setting?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very Good

How good is our leadership?	4 - Good
3.1 Quality assurance and improvement are led well	4 - Good

How good is our staff team?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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Compass House
11 Riverside Drive
Dundee
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