Stanley Primary School Nursery Class
Day Care of Children

Stanley Road
Ardrossan
KA22 7DH

Telephone: 01294 462 531

Type of inspection:
Unannounced

Completed on:
21 May 2025

Service provided by:
North Ayrshire Council

Service provider number:
SP2003003327

Service no:
CS2003016038

About the service

Stanley Primary School Nursery Class provides a daycare of children's service to a maximum of 36 children aged from 3 years to not yet attending primary school.

At the time of our inspection, 60 children were registered with the service; across the morning and afternoon sessions, 51 children aged 3-5 attended the service on the first day of the inspection and 42 on the second day.

Stanley Primary School Nursery Class is provided by North Ayrshire Council and is based within Stanley Primary School in the town of Ardrossan, North Ayrshire. It is located in a residential area close to local amenities, including shops and bus routes.

About the inspection

This was an unannounced inspection which took place on Tuesday 20 May 2025 between 09:45 and 17:00 and Wednesday 21 May 2025 between 09:15 and 16:30. We gave feedback to the service on Wednesday 21 May 2025. The inspection was carried out by two inspectors from the Care Inspectorate.

To prepare for the inspection we reviewed information about this service. This included previous inspection findings, registration and complaints information, information submitted by the service and intelligence gathered throughout the inspection year. In making our evaluations of the service we:

- spoke with children using the service
- received 22 completed Microsoft Forms questionnaires
- spoke with staff and the senior leadership team
- 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

- Staff were caring, nurturing and loving in their interactions with children.
- Staff knew children and families well, contributing to consistency in care and the quality of service delivery.
- Mealtimes were a calm, organised, and positive experience for all children.
- Medication procedures supported children's health, wellbeing, and safety.
- Children were happy, confident and having fun.
- Children led their play outdoors.
- Milestone trackers were used to document children's learning progress.
- Observations could be improved to provide a detailed record of children's interests, skills learned, and areas of development.
- Improvement planning led to improved outcomes for children and families.
- Senior leaders and staff were committed to providing a high quality service.
- Leadership opportunities were encouraged across the staff team.
- Staff worked together well and supported one another through respectful interactions.

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?	4 - Good
How good is our leadership?	5 - Very 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 different parts of this key question as good and very good, with an overall grade of good. Several strengths impacted positively on outcomes for children and clearly outweighed the areas for improvement.

Quality indicator 1.1: Nurturing care and support

Staff were warm, kind and nurturing in their approach to children. As a result, children were confident and happy within the setting. They had formed close attachments with staff and their peers, which supported their emotional wellbeing and sense of security.

Staff knew the children well, and personal plans were in place for all children. They included the information staff needed to meet children's health and wellbeing needs. Plans were developed with families and reviewed regularly to ensure consistency in children's care. One parent commented, "I have meetings with my child's keyworker frequently to discuss their targets and any updates on their plan and I am consulted on any input I would like to have". Another said, "There are termly opportunities to meet with my child's key worker and discuss their targets for the coming term while reviewing the previous terms targets". Plans could be improved by providing detailed information about the support strategies used. This would enable senior leaders and staff to monitor and evaluate how effectively the methods used supported children's progress and outcomes.

Children were supported to independently undertake personal care tasks such as handwashing, brushing their teeth and accessing the toilet. This helped them develop life skills and their self-esteem. Staff were aware of nappy changing guidance and could access appropriate Personal Protective Equipment (PPE). Personal care supported by staff was carried out sensitively and safeguarded children's privacy and dignity. This supported children's emotional security and fostered positive relationships with staff.

Mealtimes were calm, organised, and a positive experience for all children. They enjoyed nutritious meals that were thoughtfully prepared to meet their specific allergies, preferences and dietary needs. Staff engaged with children at the dining tables, which enhanced supervision and supported meaningful interactions, fostering quality engagement. Children had opportunities to practice and develop their independence skills. For example, they set the table, took turns pouring their drinks, and responsibly cleared their dishes and food waste into the recycling bin when they finished their meals. This approach encouraged them to be self-sufficient and develop a sense of responsibility.

Medication was stored out of children's reach, which kept them safe, and administration paperwork was regularly updated, which maintained accurate records for supporting children's health, wellbeing, and safety.

Quality indicator 1.3: Play and learning

The playroom layout allowed children to move around freely, supporting their right to play and have fun. For most of their nursery sessions, children accessed all play areas, both indoors and outdoors. The daily routine and pace of the day could be further considered. This would provide children with more opportunities to revisit and consolidate their learning.

Child-initiated play outdoors allowed children to explore, solve problems, and collaborate with their peers through various activities, such as basketball and cause-and-effect exploration at the water trough. Sensory materials, including sand, playdough, and paint, stimulated their creativity and imagination.

Children's literacy and numeracy development was being promoted through adult-directed activities and interactions. Children listened to stories that sparked their imagination and expressed their creativity and early writing and reading skills when they drew pictures and wrote their own stories. The SMART board supported their learning through technology and helped them identify and recognise numbers. Opportunities for these activities to be embedded in unstructured and self-directed play would support children's development further and allow them to explore their interests. This would expand and consolidate learning.

Milestone trackers were used to identify children's progress against key developmental areas in health and wellbeing, literacy, and numeracy. Incorporating responsive planning with milestone trackers would allow staff to focus more on children's individual needs and strengths through a continuous process informed by ongoing observation and assessment of children's development over time. This would ensure measurable outcomes.

Learning journals noted observations and photos of children's experiences. These were shared with parents online and supported their involvement in their children's learning experiences. Observations could be improved to provide a detailed record of children's interests, skills learned, and areas of development. This would support staff in identifying children's learning styles and provide meaningful support and next steps tailored to future learning experiences.

How good is our setting? 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 2.2: Children experience high quality facilities

Children attended a welcoming and comfortable environment that was appropriately furnished and ventilated. Informative displays in the entrance areas fostered family engagement and involvement. Children had a designated personal space for their belongings, contributing to their sense of security, emotional wellbeing, and inclusion within the setting.

The nursery was clean and well-maintained, and staff and children practised good hand hygiene. Staff responded quickly to suggestions for improvement around infection prevention and control in the nappy-changing and toilet areas, which minimised cross-contamination and reduced the potential risk of infections spreading.

Boundary fencing, gates, and a secure entry system ensured children's safety. Staff should regularly assess potential environmental risks and update assessments when changes occur. This would further support best practice guidance and children's safety and wellbeing.

A register and whiteboard recorded children's attendance, ensuring their whereabouts were documented during their sessions and kept them safe. Staff could strengthen the process for registration by adding times as well as dates children attended. This would help them track children's attendance patterns.

Accident and incident forms were completed and shared with families, and appropriate first aid was administered when needed. The forms were regularly audited, which helped identify common or recurring themes and the necessary actions to maintain children's wellbeing and safety.

A recent audit of the play environment was done to ensure that children's play needs were met and allowed for ongoing adjustments. The play areas were equipped with appropriate resources that facilitated play and were suitable for the children's ages. There was an opportunity to enhance areas such as the block play and home corner. These areas could become more inviting by adding materials, such as informational books that support mathematical concepts and creativity. Incorporating real-life materials and environmental print would also promote children's literacy development and life skills. These improvements would introduce new ideas, spark curiosity, and create opportunities for children to explore, make decisions, and extend their learning.

How good is our leadership? 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 3.1: Quality assurance and improvement are led well

Children were cared for in a service with clear aims. The values of respect and inclusion were included in these and embedded in daily practice. Information was shared with parents on notice boards and the nursery handbook. This provided comprehensive information to support families when their children started nursery.

Relevant policies were reviewed, updated, and aligned with current guidance and legislation in response to changes in service delivery. This ensured that children were kept safe and staff had a shared understanding of the service's expectations.

Families were able to be meaningfully involved in the development of the service. This included daily chats, online learning journals, stay-and-play sessions, and questionnaires to gather their views. Parents agreed they felt listened to, and improvements such as using the community more through the Walking Wednesday group supported this. This helped families feel valued, respected and included.

Effective quality assurance practices contributed to positive experiences and outcomes for children. Senior leaders implemented self-evaluation processes, a robust system that included regular practice audits. As a result, children's lunchtime routines, transitions, and parental involvement opportunities improved.

An improvement plan was shared with parents, which kept them informed of the setting's progress and goal. Planned improvements were relevant and manageable and were recognised in practice, such as developing staff's capacity to deliver phonics, embedding whole-school nurture culture experiences, and raising children's attainment. Staff knew the needs of children and families well, which ensured positive outcomes were at the heart of all improvement planning.

Senior leaders showed openness to feedback, took part in the inspection process, and were committed to improving outcomes for children. This showed capacity for growth and positive 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

Children were cared for by a staff team that worked well together and showed resilience and adaptability in the face of recent changes in North Ayrshire Council's service delivery models.

Staff had diverse skills, knowledge, and expertise and were passionate, confident and happy at work. They told us they felt supported by each other and senior leaders. The nursery manager and senior practitioner worked together well and led the staff team. The head teacher was skilled at recognising staff's skills and where they needed support. Absences were managed well to limit disruption, and new staff and students received an induction to support them in understanding their roles and responsibilities. Together, these factors had a positive impact on outcomes for children.

Staff fostered positive relationships with families through parent meetings, planned events and daily conversations. Parents told us they had a good relationship with staff and that staff cared for their children well. One commented, "They are welcoming, friendly, nurturing and work as a well-established team who know my child well". Another said, "Staff are great with all the children and always check in with parents". This supported positive relationships with children and families.

Staff held regular team meetings, which allowed them to discuss their roles and responsibilities while also sharing ideas and suggestions to support children. This fostered an environment focused on the quality of care and support and improved the overall operation of the nursery and team morale.

Staff communicated effectively and moved around the setting to ensure that children were well-supervised and cared for. This included busy times, such as mealtimes and pick-up and drop-off periods. As a result, secure attachments were formed, and continuity of care was maintained.

Performance monitoring included individual support and supervision sessions, where staff reflected on their professional development and discussed any concerns about their wellbeing. When asked for feedback, one staff member said, "At our recent PRD, I felt that my manager and head teacher were engaged in listening to my queries. We also have weekly team talk meetings to discuss any issues or ideas". Senior leaders acknowledged that staff's professional development reviews could be improved by incorporating SMART targets (specific, measurable, achievable, relevant, and time-bound). This would strengthen the goals set, measure progress, and achieve desired outcomes.

Leadership opportunities were encouraged, and staff shared aspects of the service they led or would like to lead, such as family engagement programmes. This helped build existing strengths and supported staff in further developing their practice and skills, supporting positive outcomes for children and families.

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?	4 - Good
2.2 Children experience high quality facilities	4 - Good

How good is our leadership?	5 - Very Good
3.1 Quality assurance and improvement are led well	5 - Very Good

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

Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

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 cànain eile ma nithear iarrtas.

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.