Moorpark Primary School Nursery Class
Day Care of Children

Moorpark Primary & EYC
School Road
Kilbirnie
KA25 7BW

Telephone: 01505685386

Type of inspection:
Unannounced

Completed on:
30 September 2026

Service provided by:
North Ayrshire Council

Service provider number:
SP2003003327

Service no:
CS2003017309

About the service

Moorpark Primary School Nursery Class provides a daycare of children's service to a maximum of 16 children from 3 years to not yet attending primary school. The service is located within Moorpark Primary School in the town of Kilbirnie, North Ayrshire.

Children had access to three playrooms, one of which is also used for lunchtime experiences. The main playroom has direct access to adjoining toilet facilities. Children also benefitted from direct access to a large, enclosed outdoor play space.

The service is situated close to local amenities, including shops, schools, and bus routes.

At the time of inspection, 14 children were registered with the service. During the inspection, 14 children attended on the first day and 13 children attended on the second day.

About the inspection

This was an unannounced which took place on 29 and 30 September 2026 between 09:45 and 16:00. The inspection was carried out by one inspector from the Care Inspectorate.

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:

- spent time with children using the service
- spoke with staff and the senior leadership team
- reviewed survey responses from five parents and four staff
- observed practice and daily life
- reviewed documents
- assessed core assurances.

As part of our inspections, we assess core assurances. Core assurances are checks we make to ensure children are safe, the physical environment is well maintained and that a service is operating legally. At the time of this inspection, no improvements were identified relating to core assurances.

Key messages

• Leadership arrangements supported a safe, inclusive and nurturing environment where children experienced positive outcomes.

• Staff were supported to develop their knowledge and skills, with self-evaluation and quality assurance processes beginning to support service improvement.

• Children experienced a wide range of meaningful play and learning opportunities which supported their confidence, curiosity and development.

• Staff used their knowledge of individual children to plan engaging experiences that supported learning, independence and ongoing development.

• Warm, nurturing relationships helped children feel safe, valued and secure within the service.

• Strong partnerships with families and responsive, individualised support promoted positive wellbeing and outcomes for 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

Leadership	4 - Good
Children play and learn	4 - Good
Children are supported to achieve	5 - Very Good

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

Leadership 4 - Good

We evaluated this quality indicator as good, where there were important strengths within the setting's work and some aspects which could benefit from improvement.

Leadership and management of staff and resources

The service provided a safe, nurturing and inclusive environment where children were supported to learn and develop through play. The values of kindness, respect and fairness were embedded across the setting and helped children feel safe, valued and included. It was positive that staff, children and families had contributed to the development of the service's vision, values and aims, helping to create a shared understanding of what was important for children and their families.

Staff had opportunities to develop professionally through local authority training, self-directed learning and leadership roles, including Bookbug and the PEEP Learning Together programme. They reflected on and shared learning with colleagues, helping to create a culture of continuous improvement for children and families. This was beginning to positively influence practice, particularly in relation to children's communication and literacy and the promotion of children's rights. As a result, children benefited from staff whose knowledge, skills and confidence were enhanced through ongoing professional learning.

Staff spoke positively about the support they received from the leadership team. This included the student, who described enjoying their placement and feeling well supported within the service. A mentoring approach helped students develop their understanding of policies, procedures and professional practice while building positive relationships with children, families and staff.

There was evidence of staff engaging with self-evaluation using the Quality Improvement Framework. For example, an environmental audit had informed changes to the indoor and outdoor environments. This resulted in more clearly defined play spaces that supported children's independence, choice and ability to follow their interests. To build on this positive progress, staff should continue to strengthen their involvement in self-evaluation. This could help the team to identify strengths, prioritise improvement areas and more effectively evaluate the impact of changes on children's experiences and outcomes.

Quality assurance processes were beginning to support service improvement. For example, monitoring accidents and incidents had prompted discussions about approaches to supporting children to regulate their emotions and develop positive relationships with others. Feedback from families regarding communication, involvement and the quality of care provided indicated that leadership arrangements were contributing to positive experiences for children and families. Continuing to develop a more systematic approach to monitoring and auditing areas such as children's progress, medication management and staff practice could support ongoing improvement and help ensure developments continue to have a positive impact on children's experiences and outcomes.

Children play and learn 4 - Good

We evaluated this quality indicator as good, where there were important strengths within the setting's work and some aspects which could benefit from improvement.

Playing, learning and developing

Staff demonstrated a good understanding of children's learning and development, which informed their daily interactions, planning and the play experiences they provided. Children benefited from a balance of intentional and responsive play opportunities that promoted engagement, curiosity and enjoyment in learning.

Children were motivated and actively engaged in a variety of experiences both indoors and outdoors. They demonstrated increasing confidence, independence and responsibility appropriate to their age and stage of development. Children spoke positively about their experiences at the service, telling us, "I love playing with my friends" and "I like making pictures for my mum. I like playing in the garden." These comments demonstrated that children enjoyed attending the service and valued opportunities to develop friendships, engage in creative experiences and spend time outdoors.

Outdoor play was a particular strength of the service. Children benefited from regular access to a stimulating outdoor environment throughout the day, with time spent in the fresh air supporting their health and wellbeing, confidence, curiosity and physical development. Parents highlighted activities such as bike riding, gardening, planting flowers and vegetables, digging, climbing and water play. As a result, children were confident, curious and motivated learners who benefited from a range of opportunities to explore, investigate and develop new skills.

A balance of child-led and adult-guided experiences supported the development of children's language, literacy and numeracy skills. Staff naturally introduced stories, songs, conversations and mathematical language throughout play, helping to reinforce learning in meaningful and enjoyable ways. For example, children recreated a familiar traditional tale outdoors using large blocks and loose materials, supporting imaginative play, storytelling and problem-solving. Opportunities for sand and water play helped children develop their understanding of mathematical concepts such as counting, measuring and comparing quantities. Staff also enhanced children's literacy experiences by introducing familiar storybooks alongside playdough experiences to encourage discussion, storytelling and creativity.

Children were central to the planning process. Staff used their knowledge of children's interests, strengths, needs and stages of development to plan experiences that were relevant and engaging. Staff effectively scaffolded learning through responsive interactions, encouragement and open-ended questioning, supporting children to investigate, explore and develop new skills with confidence.

Observations, learning journals, personal learning plans and tracking information were used to record children's achievements and inform future planning. Families were encouraged to contribute their knowledge of children's learning and experiences from home. Parents also spoke positively about the impact of the experiences provided. One parent told us, "My child has been enjoying learning to write their name and learn numbers and their key worker has been engaging with them to do so." Another parent commented that their child had grown in confidence and that their "knowledge and learning has grew so much since they have started". This indicated that children were making progress in their learning and development through experiences that reflected their interests and individual needs.

Floorbooks further supported the recording of children's play and learning and family participation. Building on this positive approach, these could be further developed through the inclusion of dates and by more consistently capturing the views of children and families. This could strengthen their use as a tool for consultation and planning.

Building on existing strengths, we discussed making next steps in learning through play more clearly identified and further developing the evaluation of children's progress. This could support staff to demonstrate children's progression and plan more effectively for their continuing learning and development.

Children are supported to achieve — 5 - Very Good

We found major strengths in this aspect of the setting's work and identified very few areas for improvement, therefore we evaluated this quality indicator as very good.

Nurturing care and support

Staff demonstrated a very good understanding of the importance of nurturing relationships in supporting children's wellbeing, development and outcomes. They were consistently kind, respectful and responsive in their interactions and actively promoted children's rights.

Positive interactions were observed throughout the inspection. Staff encouraged children to share, cooperate and show consideration for others. They used warm, familiar language such as "kind hands" and consistently came down to children's level when communicating with them. This helped children to feel secure, respected and valued and contributed to a strong sense of belonging.

The setting was welcoming, calm and inclusive, providing a range of spaces that supported play, social interaction and emotional regulation. Staff were attentive to children's emotional wellbeing and responded sensitively to individual needs. As a result, children were confident, settled and secure within the environment.

Feedback from children and families reinforced our observations. Children described staff as kind and caring, with one child telling us, "I love my nursery and my teachers. They look after me when I'm there." Parents consistently described staff as welcoming, approachable and supportive. Families reported that children were happy, settled and eager to attend, with one parent commenting that their child "always goes to nursery excited and leaves with a smile." These comments reflected the strong, trusting relationships that had been established between children, families and staff.

Transitions, including daily arrivals, departures and handovers, were supported through familiar adults, effective communication and consistent routines. This helped children feel secure and supported throughout their day. A range of communication methods, including newsletters and the service noticeboard, helped keep families informed and involved in their children's experiences. These approaches contributed to positive relationships with families, which enhanced children's experiences and outcomes.

Opportunities for engagement, including PEEP and Stay and Play sessions, helped build trusting partnerships and encouraged meaningful family involvement in children's learning and development. Through participation in PEEP, parents were supported to build on their existing knowledge, skills and strengths, increasing their confidence and capacity to support their children's learning and development both at home and within the service.

Children's wellbeing and individual circumstances were further supported through personal planning which reflected their strengths, interests and needs. Plans informed staff practice and were reviewed regularly to reflect changing circumstances and progress. Staff demonstrated a strong understanding of the children in their care and used this knowledge to provide responsive, individualised support. Clear and up-to-date information helped ensure children's care and wellbeing needs were consistently met. Parents reported feeling fully involved in their children's care and personal planning. They described regular opportunities to contribute to discussions about wellbeing, personal plans and learning goals. Families felt listened to and valued, supporting a collaborative approach to meeting children's individual needs and promoting continuity between home and the setting.

Mealtimes were positive social experiences which promoted independence and responsibility. Staff sat with children, providing support and encouragement while ensuring meals remained relaxed and enjoyable. Meals reflected current nutritional guidance and individual dietary needs were appropriately considered. Parents spoke positively about the healthy and varied menu and reported that children had access to a range of nutritious meals, snacks and drinks. This supported positive outcomes for children's health, wellbeing and developing independence.

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.scot.

Detailed evaluations

Leadership	4 - Good
Leadership and management of staff and resources	4 - Good

Children play and learn	4 - Good
Playing, learning and developing	4 - Good

Children are supported to achieve	5 - Very Good
Nurturing care and support	5 - Very Good

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