

Wellpark Children's Centre Day Care of Children

45 Mearns Street
Greenock
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Telephone: 01475 715 730

Type of inspection:
Unannounced

Completed on:
10 September 2026

Service provided by:
Inverclyde Council

Service provider number:
SP2003000212

Service no:
CS2003034643

About the service

Wellpark Children's Centre is a daycare service provided by Inverclyde Council. The service is located in Greenock close to local shops, a bus route, primary schools and nurseries.

The service is registered to provide a care service to a maximum of 15 children aged 2 to under 3 years and 32 children aged 3 years to those not yet attending primary school.

Adult:child ratios will be a minimum of:

2 years to under 3 years - 1:5

3 years and over - 1:8 if the children attend more than 4 hours per day or 1:10 if the children attend for less than 4 hours per day.

About the inspection

This was an unannounced inspection which took place on Wednesday 9 September and Thursday 10 September 2026. 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 information, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- spoke with children using the service
- received 13 completed questionnaires from parents
- spoke with staff and management
- observed practice and daily experiences
- reviewed documents.

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

- Staff were kind, caring and nurturing, and responded positively to children's interests, cues and emerging needs.
- Strong relationships with families contributed positively to children's care, learning and development.
- The service demonstrated a strong commitment to inclusion, equality and diversity.
- Home learning opportunities and the effective use of digital technology strengthened partnerships with families and extended learning beyond the nursery.
- Management and staff demonstrated a clear commitment to improvement and achieving positive outcomes for children and families.
- Continue to develop indoor and outdoor learning environments to provide greater challenge, curiosity, creativity and high-quality play and learning opportunities.
- Strengthen the systematic monitoring of staff practice and learning experiences to improve consistency and accountability.
- Review lunchtime arrangements to maximise children's participation and independence.

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	5 - Very 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 5 - Very Good

Quality indicator: Leadership and management of staff and resources

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.

The management team, staff, children and parents had worked hard to create a service that aimed to achieve positive outcomes for children, families, partners and the wider community. This was reflected in the service's vision, values and aims which focused on providing an inclusive, welcoming and high-quality service where children and families experienced a keen sense of belonging, acceptance and respect.

The service promoted positive wellbeing, built on well-established community partnerships, and fostered trusting relationships with families. Staff valued families' experiences and perspectives and provided meaningful opportunities for them to engage in and support their children's learning both within the service and at home. Parents told us: "The staff have always been very nice and welcoming towards me and my child" and "The setting as a whole and the staff who work there, every single staff member is extremely welcoming and the love and care they have for my child is fantastic."

To further strengthen outcomes and ensure the service continues to reflect the children, families and diverse cultures it supports, we would encourage the service to review its vision, values and aims. This should involve ongoing evaluation and meaningful engagement with children and families to ensure these remain relevant, inclusive and representative of the current service community.

The service recognised the importance of parental and community involvement and actively gathered parents' views through daily interactions, newsletters, questionnaires and its open-door approach. Family learning events enhanced family engagement and enriched children's learning. Parents' contributions were valued, and feedback was routinely shared to show how their views informed developments. Parents told us: "I have a fantastic relationship with all the staff, I know if I have any questions or concerns, I know I can approach them without hesitation, and they will take the time to help" and "Everything is well-organised: the nursery environment, the staff, and their interaction with parents."

The manager demonstrated a commitment to continuous improvement and had established a culture of reflection across the setting. Self-evaluation involved staff, children and families in identifying strengths and areas for development, including priorities focused on the learning environment and practice, curriculum development and reviewing policies and procedures for children with additional support needs. This meant that leaders made effective use of feedback, observations and quality assurance activities to identify clear priorities to drive improvement. The manager had high expectations for practice and demonstrated a clear commitment to driving improvement and securing positive outcomes for children.

Leaders had begun implementing changes across the service, and it was important that they maintained this momentum by continuing to strengthen staff accountability and ensuring all practitioners take ownership of agreed priorities. Leaders should continue to develop the indoor and outdoor learning environments to ensure they consistently offer challenge, stimulate children's curiosity and creativity and maximise opportunities for high-quality play and learning experiences.

The service would benefit from continuing to further develop a more formal and systematic approach to monitoring staff practice, children's engagement and the quality of learning experiences. This would strengthen accountability, help identify professional learning needs and support greater consistency in achieving high-quality outcomes for children and families.

The service demonstrated a positive history of implementing change. Improvements, including the development of home learning opportunities, partnership working with families and the promotion of racial literacy had enhanced children's experiences and supported more inclusive practice. Staff spoke confidently about these developments and understood their role in contributing to the service's vision and aims.

The staff team demonstrated a strong range of skills and qualifications. All staff had been safely recruited and were registered with the Scottish Social Services Council (SSSC). Management supported new staff effectively through mentoring and using the national induction resource, helping them to develop confidence and competence in their roles.

Strong systems supported staff wellbeing and professional development through regular wellbeing meetings, positive conversations and a visible, approachable leadership team. Staff consistently reported that they felt well-supported by management.

Children play and learn 4 - Good

Quality indicator: Playing, learning and developing

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.

Staff were kind, caring and nurturing in their interactions with children and responded appropriately to individual cues, interests and emerging needs. For example, when a child engaged in imaginative play about having a shower and later developed an interest in fishing, staff provided materials to support their ideas, including resources to create a 'fishing rod' and a 'shower head.' These responsive interactions valued children's interests promoted creativity and problem-solving, and helped children feel safe, supported and respected within their play.

Children were at the heart of planning and assessment approaches within the setting. Staff demonstrated a good understanding of individual children's interests, strengths and developmental needs using detailed observations gathered during play and daily experiences. Information from observations was used effectively to identify meaningful next steps in learning, which were regularly reviewed and discussed with parents. This collaborative approach supported continuity in children's care and learning and helped ensure that families were well-informed about their child's progress and achievements.

Leaders should continue to develop and embed planning approaches for children under three. This would support staff to maximise learning opportunities, strengthen progression and ensure all children experience high-quality, nurturing and responsive care, play and learning.

Staff worked together to share information about children and used this knowledge to plan experiences that reflected children's emerging interests and learning needs. Children benefited from targeted support and clear learning goals, helping them make progress at a pace appropriate to their stage of development. A parent told us: "The care and support the staff provide towards my child and myself is excellent. My child is happy going every day. The staff are all very approachable with any concerns and they deal with them in an efficient and respectful manner."

During the inspection, staff and management discussed the recent upgrades and refurbishments within the service, and we observed that these had resulted in some positive improvements. The environment was welcoming, bright and nurturing. The newly developed room for children aged 2 to 3 years provided a well-organised, engaging learning environment where children were actively involved in meaningful play and learning experiences alongside staff.

While recent developments had strengthened some aspects of the environment, further improvements were required within the 3 to 5 room. The quality of the enabling environment did not consistently support the strong planning and assessment processes in place. Some areas lacked sufficient challenge, curiosity-provoking resources and open-ended materials to encourage children to independently explore, investigate and extend their learning. Opportunities for children to make choices, revisit experiences and lead their own learning were not always maximised. As a result, the environment did not consistently act as a catalyst for high-quality play and learning experiences.

While effective systems for planning, observation and assessment were evident, further development of the indoor and outdoor learning environments would help children gain greater benefit from these strengths. We advised management and staff to undertake a robust review of the environment, supported by ongoing monitoring and evaluation, to ensure children consistently experience high-quality play and learning opportunities. More responsive and stimulating spaces would enhance engagement, promote independence and support sustained, meaningful play and learning (see area for improvement 1).

Staff placed a strong emphasis on promoting learning beyond the nursery. Home learning opportunities encouraged children to extend their interests and build on developing skills, reflecting the positive partnerships established with families. The service made effective use of technology including ThingLink, YouTube and Sway to share learning, celebrate achievements and provide accessible ideas for learning at home. This strengthened engagement with families and helped ensure continuity in children's learning across home and nursery environments.

Children accessed the outdoor environment independently for much of the day and, at times, moved freely between indoor and outdoor spaces. This promoted choice, wellbeing and active learning. The outdoor environment provided a range of experiences that supported investigation, imaginative play and physical development, enabling children to develop confidence, skills and enjoyment in their learning.

However, children's access to outdoor play was restricted during staff lunch breaks. As a result, operational routines disrupted children's play and limited opportunities for them to sustain their learning and follow their interests outdoors. The service should review lunchtime arrangements to ensure children's play and learning experiences are not unnecessarily interrupted and that access to the outdoor environment is maintained as consistently as possible.

Areas for improvement

1. The provider should undertake a comprehensive environmental audit to improve the quality of play and learning spaces. This should include but not be limited to.

a) Reviewing how spaces are used, increasing access to high-quality resources, provocations and creating well-defined, inviting areas that support diverse types of play and offer areas of rest and quiet play.

b) Reviewing the layout, lighting and overall organisation to ensure it promotes engagement and sustained play without interruptions.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state 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 "If I experience care and support in a group, I experience a homely environment and can use a comfortable area with soft furnishings to relax" (HSCS 5.6).

Children are supported to achieve 5 - Very Good

Quality indicator: Nurturing care and support

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.

Children were happy, confident and engaged in their play and learning. They experienced warm, nurturing and responsive care from staff who consistently promoted a caring and respectful ethos. We observed positive, meaningful interactions throughout the inspection, with staff encouraging children to take responsibility for everyday tasks such as helping at snack and lunchtime. The calm, welcoming atmosphere supported children to feel secure, valued and confident within the setting.

Staff knew children very well and demonstrated a strong understanding of their personalities, interests and individual needs. They used this knowledge effectively to support children to develop friendships, build independence, learn routines and strengthen social skills. Staff responded positively to children's interests and worked closely with families to provide personalised support. These approaches promoted engagement, curiosity, confidence and positive outcomes for children. Parents told us: "Staff are always available to chat to and are very approachable. They listened to my views and have regular feedback on my child's wellbeing" and "The staff are wonderful; the establishment have an open-door policy and will always listen to any questions and or concerns."

The service had developed positive relationships with families and created a welcoming environment where parents felt valued, included and supported. Staff actively sought and used parental knowledge to enhance children's care, play, learning and development. Opportunities such as stay-and-play sessions, Bookbug activities and personal care plan reviews strengthened continuity between home and nursery and contributed to positive outcomes for children.

Children's personal plans contained relevant information and reflected their individual health, welfare and safety needs. Staff communicated regularly with families through a variety of approaches and reviewed children's progress and next steps in partnership with parents. Children who required additional support benefited from targeted planning and effective partnership working with other professionals, including speech and language therapists. This ensured children received appropriate support and opportunities to achieve their potential.

Most staff carried out personal care routines with sensitivity and respect, supporting children's privacy, dignity and wellbeing. Children appeared comfortable, secure and at ease during these interactions. To further enhance practice, staff should ensure that communication during personal care routines consistently upholds children's dignity, always respecting their individuality.

Mealtimes were a strength of the service. They were relaxed, sociable and well-organised, providing valuable opportunities for children to develop relationships, communication skills and independence. Children demonstrated increasing confidence in managing aspects of the routine and contributed positively to the mealtime experience. To build further on these strengths, staff should increase opportunities for children to self-serve food and make independent choices, while reviewing arrangements to ensure all children can participate fully and comfortably.

The service had established strong and meaningful partnerships with families and the wider community. Staff demonstrated a clear understanding of the cultural, socioeconomic and linguistic contexts of children's lives and used this knowledge to create inclusive and relevant experiences. A wide range of family engagement opportunities and community initiatives helped children and families develop a strong sense of belonging and connection to the service.

Staff collaborated effectively with partner agencies and signposted families to appropriate supports when required. There was a clear commitment across the service to getting it right for every child and improving outcomes for children and families.

The service demonstrated strengths in promoting equality, diversity and inclusion. Families actively contributed to celebrating cultures, traditions and lived experiences, helping children develop a positive sense of identity and respect for others. Strong leadership from the depute manager had successfully driven the development of racial literacy across the service. Families spoke positively about this work and the positive impact it had on fostering respect, fairness, inclusion and an appreciation of diversity. As a result, staff spoke with increased confidence about race, identity and inclusion and created a more culturally responsive environment where diversity was recognised, valued and celebrated.

To build on these strong foundations, the service should review arrangements for parental access at the beginning and end of the day. Increasing opportunities for parents to access playrooms and engage directly in children's experiences would further strengthen already positive partnerships and enhance family involvement in children's learning.

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	5 - Very Good
Leadership and management of staff and resources	5 - Very 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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