Moorfoot Nursery Class
Day Care of Children

Moorfoot Drive
Gourock
PA19 1ES

Telephone: 01475715701

Type of inspection:
Unannounced

Completed on:
12 May 2026

Service provided by:
Inverclyde Council

Service provider number:
SP2003000212

Service no:
CS2004069363

About the service

Moorfoot Nursery Class is registered to provide a care service to a maximum of 48 children not yet attending primary school at any one time. No more than 48 are aged 3 years to those not yet attending primary school full time. At the time of our inspection 43 children were registered with the service.

The service operates within Moorfoot Primary School in Gourock, Inverclyde. The building has a secure entrance and spacious playroom. Children benefit from direct access to a secure outdoor space. Children can access additional spaces within school building and grounds. The service is close to local shops, parks and other amenities.

About the inspection

This was an unannounced inspection which took place on the 11th and 12th May 2026. 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:

- Spoke with children using the service and their family members
- Gathered feedback from seventeen families through online questionnaires
- Spoke with staff and management
- Observed practice and daily life
- 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 the core assurances.

Key messages

- The senior leadership team were visible, approachable and supportive to staff.
- The team were committed to making improvements to support positive outcomes for children in their care.
- Self-evaluation and improvement plans were ongoing and supported by regular professional dialogue
- Children were having fun with their friends on the days of inspection.
- Children could free flow between the indoor and outdoor environments.
- Planning, observations and tracking of children's learning and development should be the focus for the services improvement plans.
- Families spoke positively about the engagement and care provided by staff and the depute manager at nursery.
- Personal plans were in place for all children and updated regularly ensuring the right support was provided.
- Transitions were well considered and thoughtfully planned.

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	3 - Satisfactory / Adequate
Children are supported to achieve	4 - Good

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

Leadership 4 - Good

Quality Indicator: Leadership and Management of Staff and Resources

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.

The service had recently experienced a significant period of change. This included changes to the environment, an increase in the number of children registered with the service, and new staff joining the team. Despite the impact of staff changes and the use of temporary staff, the team had maintained a positive ethos. Staff spoke with pride about the service and described strong support from colleagues and senior leaders. This demonstrated that the service had the commitment and capacity to continue to improve outcomes for children and families.

The service had recently reviewed it's vision, values and aims in partnership with staff and families. This had resulted in a clearer, more child-friendly set of shared values that matched the current aspirations of children and families attending. The introduction of SHANARRI characters helped children to understand these in meaningful ways and supported a shared ethos across the nursery. Children were confident in explaining the characters and what they meant to them in everyday nursery life.

Self-evaluation and improvement plans were ongoing and supported by regular professional dialogue. Staff felt included, supported and able to contribute to improvements in the setting. Opportunities for staff to lead aspects of development were beginning to strengthen shared ownership of improvements, such as the outdoor spaces. Staffing challenges had slowed the pace at which new systems and processes were being embedded. As a result, their impact was not yet consistently evident. We discussed strengthening children's involvement in self-evaluation and improvement planning to ensure meaningful and measurable outcomes for children.

Families told us they felt included in the life of the nursery and had appropriate opportunities to share their views and ideas. They described communication as "excellent" and valued being kept up to date through regular contact with the team, face-to-face discussions, Padlet newsletters and online journals. Families also highlighted strong leadership and teamwork at the nursery. We found families' feedback was valued by the team and used to influence ongoing improvements.

Quality assurance processes were established by the senior leadership team and included an annual calendar of key tasks, termly learning walks and regular audits of medication, accidents and incidents. This enabled the senior leadership team to highlight strengths in the service and identify areas for development. These were then explored further at team meetings, with actions identified, such as further training or additional resources. We asked the senior leadership team to revisit "Guidance on records you must keep and notifications you must make" to ensure required notifications were submitted timeously.

Staff were supported through a structured induction process, including mentoring, and spoke positively to us about the ongoing support they received. Senior leaders promoted professional learning well through mandatory and targeted training. This had supported staff to develop their knowledge, skills and confidence in their practice. All staff were registered with the Scottish Social Services Council (SSSC) and were supported to undertake relevant qualifications. Professional expectations, including the SSSC Codes of Practice, were reinforced through induction and team meetings.

Children play and learn 3 - Satisfactory / Adequate

Quality Indicator: Playing, Learning and Developing

We evaluated this quality indicator as satisfactory/adequate where strengths just outweighed the weaknesses.

Children experienced opportunities to lead their own play and learning through choice and free-flow access to the indoor and outdoor environment. We observed children engage in imaginative play in the home corner with real foods and objects. Children had fun together exploring objects in the sand and water trays. Children were laughing and being active outdoors on the climbing frames, bikes and on an obstacle courses they had created.

We found some inconsistency in the quality of children's experiences across the inspection. On the first day, a number of children were not meaningfully engaged in play which led to some being bored and disengaged. By the second day, children were more settled and engaged in the experiences and opportunities available to them for longer periods. This demonstrated that, when the environment and resources were more carefully planned and presented, children's engagement, wellbeing and involvement improved. The senior leadership team must continue to regularly monitor the environment and resources available to ensure they remain welcoming, stimulating, and engaging for all children.

Children benefited from access to open-ended, natural and real-life resources, including water, mud, sand and digital technology, which supported curiosity, creativity and problem solving. Outdoor experiences provided appropriate opportunities for risk-benefit play and helped children to develop confidence, coordination and independence. Staff interactions were warm, caring and responsive and helped children to feel secure and valued. However, on the first day there were missed opportunities to extend children's learning through sustained shared thinking, questioning and meaningful engagement in play. Staffing pressures reduced the consistency of high-quality interactions across the setting. The provider must continue to monitor the impact of staff absences and changes within the nursery to ensure positive outcomes for children attending.

Approaches to planning for children's learning were at an early stage and were not yet sufficiently embedded to ensure a consistent, responsive approach across the setting. We saw emerging examples of observations, provocations and next steps linked to children's interests. However, assessment information and learning journals were not yet regular or robust enough to clearly demonstrate children's progress, achievements and next steps in learning. We sampled learning journals and found some children had limited observations, with gaps in their next steps and learning documented. This meant children's success and achievements were not being shared and celebrated with parents regularly or consistently. As a result, children's learning was not always appropriately tracked. We discussed this with the senior leadership team who agreed to review the current processes in place with the team to ensure children were developing a broad range of knowledge, understanding and skills for life and learning. We have made an area for improvement (see area for improvement 1).

Parents' contributions were beginning to inform planning, particularly through achievements shared from home. Children enjoyed this opportunity to share their achievements with staff who provide praise and encouragement. Children were not yet meaningfully involved in shaping or consolidating their own learning. The provider and team should continue to build on recent improvements by developing more consistent approaches to planning, observation and interaction, so that all children experience high-quality play, learning and development.

Areas for improvement

1. To ensure children experience high-quality play and learning, the provider should further develop approaches to planning so that these are consistently responsive to children's interests, stages of development and emerging needs. This should include staff using meaningful observations to identify next steps and plan experiences that support children's engagement, involvement and progress in learning.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS), which state that: 'My care and support meets my needs and is right for me' (HSCS 1.19) and 'I experience high quality care and support based on relevant evidence, guidance and best practice' (HSCS 4.11).

Children are supported to achieve 4 - Good

Quality indicator: Nurturing care and support

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.

Children experienced warm, caring and increasingly responsive support from staff. Due to staff absences, we found some inconsistency in how proactively children's emotional wellbeing was supported across the inspection. On the first day, staff did not always anticipate or respond quickly enough to meet children's wellbeing needs. This reduced the consistency of care and support. By the second day, staff were more attuned to children's verbal and non-verbal cues.

As a result, children's emotional wellbeing was more effectively supported, and they appeared more settled and secure. The provider should continue to monitor the impact of staff absence and changes within the team for the consistency of nurturing care and support. Some parents reported that staff turnover and absences were areas requiring improvement to ensure greater consistency in the service provided to their children.

Children from Moorfoot primary school visited the nursery daily as "wellbeing buddies". Children spoke positively about this role and demonstrated pride in helping others to stay safe, share, build friendships and make healthy choices. Older children demonstrated kindness and care towards younger children, fostering a respectful and inclusive ethos across the setting. As a result, children experienced a strong sense of belonging and felt safe and emotionally secure. This approach supported children to understand and apply the nursery's values and the SHANARRI wellbeing indicators. Parents commented positively on the role of wellbeing buddies in the nursery.

Care routines were respectful and responsive to individual needs. Personal care was carried out discreetly and with dignity. Sleep arrangements were responsive, with children offered a safe and appropriate space to rest when needed.

The team had identified the need to further improve the first mealtime sitting so that all children experience a calm, relaxed and homely mealtime. Snack times were positive, with children able to make choices, self-serve and develop independence. Drinking water was readily available throughout the day to ensure children remained hydrated.

Transitions were planned well. Staff understood the importance of supporting children and families through key transitions, including settling into the nursery and moving on to school, and used communication and meetings appropriately to support continuity and reduce anxiety.

Personal plans had been developed in partnership with families and reflected children's individual routines, preferences and support needs. For children requiring additional support, staff had worked well with other professionals to help ensure care was coordinated and responsive. Personal plans were live documents and regularly updated online by staff and families which ensured children would receive the right supports and strategies. Parents told us they were encouraged to be involved in their child's care and spoke positively about the culture of the nursery, where children felt happy and had fun with their friends.

Relationships with families were respectful, supportive and trusting. Families described the nursery as a "warm, nurturing and inclusive environment" where children were treated with "kindness, respect and dignity". Parents told us their children were happy to attend and came home happy. Families also valued opportunities to be involved in daily routines through soft starts and regular contact with staff at drop off and collection times. Stay and play sessions also enabled families to be involved in their child's play and learning experiences at the nursery.

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 service should ensure that all children registered to attend the service within 28 days have a written personal plan in place, detailing how the service will meet the child's health, welfare and safety needs.

This is to comply with The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011/210, Regulation 5: Personal plans.

Health and Social Care Standards. Standard 1.15: Assessing my care and support needs.

This area for improvement was made on 14 June 2018.

Action taken since then

All children registered with the service had a personal plan in place within 28 days of registering with the service. Personal plans had been developed in partnership with families and reflected children's individual routines, preferences and support needs.

This area for improvement is met.

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

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

Children play and learn	3 - Satisfactory / Adequate
Playing, learning and developing	3 - Satisfactory / Adequate

Children are supported to achieve	4 - Good
Nurturing care and support	4 - Good

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