Mossbank Wraparound Care
Day Care of Children

Mossbank Primary School
Mossbank
Shetland
ZE2 9RB

Telephone: 01595 807 280

Type of inspection:
Unannounced

Completed on:
18 September 2025

Service provided by:
Shetland Islands Council

Service provider number:
SP2003002063

Service no:
CS2006119273

About the service

Mossbank Wrap Around Care is registered:

1. To provide a care service to a maximum of 25 children aged two years to those not yet attending primary school. If all children are over three years, the maximum number of children would be 28.

2. To provide an out of school care service to a maximum of 30 children - the age range will be 3 - 14 years. To provide an out of school care service to a maximum of 30 children aged between three to 14 years in the Mossbank Hall.

The children are cared for in a playroom within Mossbank Primary School. There is a large foyer and cloakroom. Children have direct access to an outdoor play area from the playroom. The school is situated in a rural setting on the coast.

About the inspection

This was an unannounced inspection which took place on 17 September 2025 between 08:30 and 16:40 hours and on 18 September 2025 between 08:00 and 12:00 hours. 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 and spent time with children using the service and six of their family
- received three completed questionnaires
- spoke with staff and the management team
- observed practice and daily experiences
- 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 were 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

• Children were happy, confident and settled.

• Children were leaders of their own play and learning and could transport resources to meet their interests.

• The staff team worked well together to meet children's needs.

• The indoor environment was inviting with exciting resources for the children to explore. This should be developed further outdoors.

• Partnership working with parents was a key strength in the service delivery.

• As part of quality assurance process, management should ensure audits in place are robust identify inconsistencies.

• Staff used their skills and knowledge to ensure high quality 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

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

Interactions between staff and children were very warm, kind, and caring. Children were seen to engage very well with staff and invited them to join their play. Staff knew children very well and showed a genuine interest in taking account of their individual needs and preferences. When families were asked what they liked about the service, one parent said; "As an adult the service is inviting, friendly and very in touch with every child and their family that attends." Another parent said, "Staff are very friendly and seem to genuinely care for the children." This contributed to care and support being tailored to children's individual needs which supported them to feel happy, settled and confident.

Staff were respectful and nurturing when supporting children with their personal care needs. They discreetly invited children for nappy changing and were encouraging in their interactions when assisting children to wash their hands. This contributed to confident children who felt safe and at ease with staff.

The care and wellbeing of children was supported well. Children's personal planning documents included all about me and registration information. Plans contained information to help staff meet the needs of children and support them whilst in their care. Parents were fully involved in the personal planning processes and these were being reviewed regularly. Parents spoke very positively about working alongside the nursery and sharing information. We discussed the benefits of including the wellbeing indictors into personal plans which would give staff with a more holistic overview of children's health and wellbeing. This approach would create a strong foundation for children's wellbeing and lifelong learning.

Chronologies which were kept on SEEMIS (Scottish Education & Events Management Information System) captured significant events in children's lives. The system highlighted that the setting was aware of potential safeguarding and wellbeing issues arising in children's lives and that action had been taken. We discussed the importance of informing the Care Inspectorate of child protection concerns should the need occur in future. This would further support keeping children safe.

Children benefitted from very relaxed, social and unhurried mealtimes. Children's independence was well supported through opportunities such as preparing snack, setting the table, spreading, self-serving some food, pouring drinks and washing dishes. Staff sat with children, meaning they were well supervised. Staff used mealtimes as an opportunity to promote social interactions and language development. Children were relaxed as they chatted with staff and friends whilst eating. Children benefited from being offered healthy, plentiful food and fresh drinks, taking into account preferences. This supported them to be healthy and nourished.

The setting had recently reviewed the updated medication guidance and their policy detailed how they would safely manage the administration of medication. Overall, medication was stored safely. In line best practice we reminded the service to ensure that medication should be stored in original packaging. This would contribute to keeping children safe and well.

Quality Indicator 1.3: Play and learning

Overall, children were leading their play and learning however, following discussions the setting planned to review the pace of the morning. For example, introducing a rolling snack to allow for uninterrupted play. Life skills and independence were promoted, as staff encouraged children to try for themselves, for example, when getting dressed for outside play. Children were given responsibility. The setting were using characters to promote their values and following a letter from 'Pedro the Puffin', children were trying hard to tidy up well, to show respect to their toys. This further developed children's sense of responsibility and independence.

Staff demonstrated skilled interactions to support children's development and learning. They modelled play strategies and encouraged children to try new skills. For example, they demonstrated how to use rollers and cutters with the play dough to make shapes. Staff were very responsive to children's ideas. Following a story, a child was supported to problem solve and create the robot from the story using a variety of junk and loose parts. A child who wanted to be a captain of a ship outside was supported by adults and other children drawing a galley boat with chalk. Children were using their imagination and worked well together. These rich and purposeful interactions encouraged creativity, developed curiosities and supported children to expand on their ideas.

Parents told us their children were involved in a range of opportunities and fun experiences. One parent said, "My children are very active and love to go on trips/explore new things. The nursery had tuff trays which usually have different materials in for the kids to play with and explore with different toys as well as the outside area." Another parent said, "My child learned to ride a bike with no stabilisers during outdoor play."

Language, literacy, and numeracy experiences were woven throughout the provision. Indoors children had access to a variety of print, numbers, books and mark making materials throughout the environment. Labelling of baskets supported children to find and tidy resources. Children enjoyed stories, songs and games with adults. During snack children showed an interest in their names on the tables, comparing the sizes of their names and talking about letters and sounds. There was potential for this to be developed outdoors. This would further support children to achieve and reach their full potential.

A floor book evidenced effective planning approaches, taking account of spontaneous and planned learning experiences. For example, there had been a clear interest around ships. Following a recent visit to the North Link Ferries, children were creating galley ships and cruise ships outdoors. Regular observations in Learning Journals were used to highlight children's progress, achievements and to identify next steps. Staff shared that they met regularly to discuss, plan and reflect on children's current interests, progress and needs. This information was used to holistically track children's development and progress. Children and parents were involved in setting goals and these were displayed on a learning wall. This collaborative approach gave families a better understanding of child development and gave them confidence to support their child at home.

Opportunities for play and learning were enhanced through connections to their community. Visits to the beach gave children opportunities to spend time playing and learning in natural outdoor spaces. They made connections through purchasing vegetables from the manse close by and had a bus trip planned to a nearby village which the children were familiar with. This supported children to be active and healthy as well as learn more about their local environment.

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

The setting was well furnished, cosy and comfortable. It was well ventilated and benefited from lots of natural light. There was ample space indoors and outdoors for children to play and explore together or alone. Children's artwork and photographs were displayed around the setting, giving children the strong message that they matter. The spacious cloakroom and foyer was furnished with sofas available for families to use. This immediately gave the setting a homely and inviting feel. This contributed to parents feeling welcomed into the setting.

Overall, play spaces both indoors and outdoors were well considered and mostly reflected current interests. Developmentally appropriate spaces indoors were well-resourced to support individual learning and to offer challenge. There were opportunities for children to develop curiosity, enquiry and creativity exploring real, natural and open-ended resources. However, there were areas which the children did not use. We discussed considering the space and resources on offer in the construction area and staff modelling how to use the resources in the message centre. These approaches could draw children to these areas and spark an interest.

Staff recognised the benefits of outdoor play and provided children with daily opportunities for children to spend time outdoors when they chose to. This enabled children to be independent, direct their own play and supported them to be active and healthy. However, the outdoor space could have been more inviting and offer more experiences for the children. For example, we saw in children's personal plans that they were interested in water play which wasn't on offer outdoors. There was scope to develop this. The setting had already identified this as an area for development and had started making improvements. A richer outdoor environment would support children face challenges, develop confident and resilience.

Infection control practices helped minimise the potential spread of infection, for example, children were confident in their hand washing routines before and after eating. Risk assessments were in place and implemented effectively by staff to ensure that the environment was safe for the children attending. Children were encouraged to consider risks using their character 'Lottie the Lamb' reminding them to be safe alongside the Care Inspectorate's 'SIMOA' campaign. This encouraged a culture of staff and children talking about keeping safe and supported an understanding about risk in a way that was meaningful to them. Accidents and incidents were documented well, and information was shared with parents. As a result, children's safety was maintained.

All staff in the setting were aware of the Care Inspectorate's 'SIMOA' campaign and planned to use its principles to underpin their approach to promoting safety and risk awareness. These principles would be reinforced through the setting's own familiar characters, "Respectful Pedro the Puffin and Safe Lottie the Lamb" helping children to engage with the key messages in a way that is meaningful and relatable to them.

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 values of the setting were shared with families attending the nursery and was consistent with a child centred approach and nurturing relationships. This approach was embedded into practice using the characters to reinforce the nursery values.

Partnership working with parents was a key strength of the service. Communication with families had been well considered. The inviting foyer offered a range of information for parents including newsletters and community information. Parents were invited into the setting regularly for Book Bug, Family Fridays and PEEP (Peers Early Education Partnership) sessions. Parents told us they enjoyed sharing story sacks with the setting as part of home-school links. As a result, parents were well informed and felt included in the setting.

Children's and families views were actively sought and were having an impact within the setting. Following a recent questionnaire, responses were collated and displayed for families. Parents wanted to know more about their children's learning. As a result, a poster was created to share how children learn in nursery and was shared with parents. Most parents told us they were involved in a meaningful way to develop the setting. One parent said, "We take surveys, are assisted in any way we need." This contributed to families being valued partners in developments within the service.

The setting was led by an experienced management team. Staff told us they felt well supported, meaning they were motivated to improve the service provided. Protected time was set aside for staff meetings. These had a clear agenda and were used effectively to discuss improvement, operational items and children's development. Continuous conversations were in place, which supported staff to feel more confident in their role. Monitoring of personal plans, learning journals and planning was in place however, staff monitoring was taking place informally. A more formal approach would help ensure staff were consistently delivering high quality care and support.

The setting had documented their developments within an improvement plan. They were using a self-evaluation floor book to highlight their improvements. The service used audit tools and included staff, families and children's voices in taking forward developments. For example, developing the outdoors was a focus and it was clear everyone had been involved. As a result, positive changes were made to the setting and outcomes for children and families. The setting had a quality assurance calendar in place to support procedures, audits and monitoring within the nursery. We discussed reviewing audits, particularly medication and personal planning, to ensure they were robust and identified inconsistencies. These should be evaluated and the outcome shared with staff to ensure everyone was clear and aware of the impact.

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/people, therefore we evaluated this key question as very good.

Quality Indicator 4.3: Staff deployment

A well-managed and organised staff team supported children's health and wellbeing. Staff worked very well as a team and were motivated and committed to ensure continuity of care. Staff were clear on their roles at busier times of the day ensuring effective supervision and transitions. This ensured there was no disruption to children's care, play and learning. Staff were respectful in their interactions with each other which created a positive ethos.

Children were supported by a staff team who had a range of knowledge, experience and skills. Their knowledge of child development resulted in children's individual needs being met. Staff talked knowledgeably about children as individuals, their care needs and how they were being met. Staff felt valued for their strengths and experiences which led to a very happy team where children and staff had fun together.

The setting prided themselves on the strong relationships they had established with children and their families. Families were welcomed into the nursery daily and were able to chat and share information. Close working with families contributed to meeting the needs of the children. All parents told us they had a good relationship with staff caring for their children. One parent said, "Staff are friendly, caring, understanding and extremely supportive." Another parent said, "The staff have an open door, and are more than happy to listen and hear what your child is needing." Very good communication and collaboration between staff and families supported the care and wellbeing of the children.

Staff were very committed to their professional development ensuring they delivered a high-quality service and improved outcomes for children. Staff had undertaken a range of learning which included formal training, professional discussions, and self-directed reading. This supported staff to develop their knowledge and skills. As a result, children's care, play, and learning was informed by current research and best practice.

An induction programme was completed by all new staff members, encouraging them to reflect on their practice and help ensure children access high quality play, care and learning. We signposted the setting to the 'Early Learning and Childcare National Induction Resource' to encourage questions and reflection. This would further support new staff to have a very good understanding of their roles, responsibilities, and effective ways of working.

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?	5 - Very Good
1.1 Nurturing care and support	5 - Very Good
1.3 Play and learning	5 - Very Good

How good is our setting?	4 - Good
2.2 Children experience high quality facilities	4 - 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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