PEACE St. Andrews
Day Care of Children

St. Joseph's Campus
Grassyards Road
Kilmarnock
KA3 7SL

Telephone: 01563 542 752

Type of inspection:
Unannounced

Completed on:
9 September 2026

Service provided by:
PEACE Childcare

Service provider number:
SP2003000712

Service no:
CS2008169069

About the service

PEACE Childcare (PEACE) provides this service. PEACE is a charitable organisation managed by a voluntary Board of Directors (the board). The board has overall responsibility for the care services provided by the organisation. An experienced services manager takes responsibility for the day-to-day running of PEACE Childcare services. PEACE provides a sitter service, several out of school clubs operating throughout East Ayrshire and a full day holiday service based in Kilmarnock.

PEACE St. Andrews operates from a base located within St. Joseph's Campus, in Kilmarnock, North Ayrshire. A suitably experienced and qualified manager has responsibility for the daily management of this service.

The service is registered to provide care for a maximum of 40 primary school aged children at any one time; of those 40 no more than six are aged four years to those not yet attending primary school; of those 40 no more than one are up to the age of 18 years.

About the inspection

This was an unannounced inspection which took place between 08 and 09 September 2026, between 14.45 and 18:00. 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 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 the management team
Spoke with staff
Observed practice and daily life.
Reviewed documents.
Received feedback from six parents/carers.

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

- Children experienced warm, nurturing relationships with staff who respected their views, promoted their rights and supported their individual needs.

- Good systems were in place to support children's wellbeing, health and safety, including personal plans and individual support and wellbeing plans.

- Children were engaged, confident and actively involved in shaping their play experiences.

- Planning was responsive to children's interests and helped promote engagement and participation.

- Staff demonstrated a commitment to continuous improvement through reflection, consultation and monitoring.

- Further consultation with children and families on the values of the service could help strengthen the service's unique identity and vision.

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	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 a clear vision, values and aims in place, with a focus on care, respect and safety, and these were reflected in everyday practice. Throughout the visit, children demonstrated an understanding of routines and expectations relating to safety, including secure door access arrangements, which helped to promote a safe and nurturing environment. Staff interactions were warm, respectful and responsive to individual needs. Staff knew the children well and placed their needs, interests and rights at the centre of practice, contributing to positive relationships and a sense of belonging. The manager advised that the current values of the service were the same across all services within the organisation. We discussed how a review with the services individual families and children would help strengthen the unique identity of the setting and ensure it continues to meet the needs of its children, families and staff.

There was evidence that families and children's views had been sought and used to influence aspects of the service. For example, questionnaires relating to snack, experiences and the overall service provided were provided regularly. One parent told us: "We are often asked for feedback. For example, the types of food and snacks, activity choices, games that they are considering purchasing and recently a logo change." As a result, parents were included in developments within the service and aware of how their feedback had influenced practice. Children told us they had helped choose snacks and activities they would like to participate in and had worked together to developed their own golden rules, helping them to feel listened to and involved in decisions that affected their experience. As a result, children were supported to develop confidence, responsibility and ownership within the setting. Staff told us they felt consulted, valued and well supported by the management team, which contributed to a positive culture and helped ensure consistency in practice.

Staff were encouraged to engage in reflective practice and consider how experiences, interactions and opportunities could be enhanced to better meet children's needs and interests. This demonstrated a positive commitment to continuous improvement and child-centred practice. While reflection was evident, evaluations were not always fully outcome focused and tended to describe practice rather than analyse its impact on children. A more structured approach to self-evaluation would help staff build on existing strengths, identify clear next steps and more effectively demonstrate how reflection informs improvements and supports positive outcomes for children.

There was evidence of quality assurance and monitoring processes in place, including reviews of medication records and accident and incident reports. These systems helped support children's wellbeing and ensured important information was recorded appropriately. Monitoring processes were effective in gathering information and could be strengthened further by analysing records more closely to identify patterns, trends and areas for improvement. This would help staff make informed decisions and make better use of monitoring information to support continuous improvement and positive outcomes for children.

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.

Children experienced a welcoming, nurturing, and well-resourced environment where they were supported to engage in meaningful play and learning. Throughout the session, children were settled, and confident within their surroundings. They independently led their own play, making choices about how they spent their time. For example some children enjoyed creating models with Hamma Beads, using real life photographs to create their own version. This supported children's confidence, and engagement.

A range of materials were available to support children's interests and encourage exploration. Staff told us children were able to choose resources daily from the resource cupboard. While there were positive examples of child-led play and planning, opportunities existed to further strengthen practice. Staff would benefit from developing their understanding of the purposeful use of provocations and invitations to play, ensuring these are carefully linked to children's interests, goals, and next steps. A more intentional approach could support deeper exploration, curiosity, and challenge for children.

Children's voices and interests were valued and mostly incorporated into the planning process. One parent told us: "There are so many choices and options for the children to choose from. Children's reviews and suggestions are also taken into consideration". Floor books and mind maps provided evidence that children had been consulted in the layout of the playroom environment and some learning experiences that were offered. This helped to ensure that experiences mostly reflected children's interests, goals and preferences. We saw some examples where children's ideas had been successfully extended over time. For example, an initial interest in creating a Titanic model had evolved into a broader and more sustained learning experience, demonstrating how staff had built upon children's curiosity to deepen engagement and support ongoing learning.

Although evaluations of activities and experiences were undertaken, these focused on the success of the activity rather than the individual outcomes achieved by children. We discussed with the management team that evaluating practice could be enhanced by considering children's levels of engagement, skills developed, achievements, and progress towards identified goals. Strengthening this child-centred approach would provide clearer evidence of impact and support more effective planning for individual next steps.

We discussed with the management team and staff that there was scope to further strengthen consistency in the provision of core play experiences across the setting. We asked that consideration be given to ensuring children have regular access to areas such as creative experiences, books and quiet spaces. This would continue to support children's overall play experiences.

Children are supported to achieve — 4 - Good

Quality Indicator: Nurturing care and support

Staff interactions were warm, nurturing and respectful. Staff regularly engaged with children at their level, listened to their views and respected their choices, helping children to feel valued, included and confident in expressing themselves. One parent told us: "The staff are incredibly friendly and approachable. They are really easy to contact and communication is always quick and clear. I feel they have a genuine interest in providing the best care for the children. I really can't fault them." There was evidence that work had been undertaken to promote children's rights, including the development of golden rules, and this was reflected in practice through the frequent use of rights-respecting language.

As a result, children experienced positive relationships with staff and were supported within an environment where their views, choices and wellbeing were respected.

Personal plans were in place for children and were reviewed regularly, helping staff record and monitor children's individual wellbeing needs, interests and goals. One parent told us: "Plans are regularly updated and shared. Members of staff go through each child's plan with me before I sign." Children's views were included within plans, showing that their opinions were valued. Staff had a good understanding of children's individual needs and what they were working towards. However, the information recorded did not always clearly show what actions staff would take to support children's goals or how progress would be measured and reviewed. Personal plans could be strengthened by including clearer strategies, timescales and regular evaluations of progress. This would help demonstrate the impact of support provided and ensure children's goals and wellbeing needs are being actively progressed.

Where children had identified additional support needs, this had been recognised and well planned for. Effective systems were in place to support children, including, Personal Emergency Evacuation Plans (PEEPs) and individual risk assessments. These had been developed in consultation with children and families. This helped to ensure children received support which was right for them and reflected their individual circumstances.

Appropriate management of medication systems were in place and supported children's health, wellbeing and safety. Medication forms were maintained and management demonstrated a good overview of medication held within the service. Regular audits, undertaken every 28 days, helped ensure medication remained current and within expiry dates, reducing potential risks and supporting safe practice. These processes contributed to a safer environment and provided reassurance that children's healthcare needs were being monitored effectively.

Snack time was a positive, well-organised and sociable experience for children. Children were actively involved in the process, encouraged to make their own choices and supported to develop independence skills appropriate to their age and stage of development. Menus had been developed with children's involvement, demonstrating that their views were valued and helping to ensure food options reflected their preferences. Effective hand hygiene routines were embedded within practice, supporting children's health and understanding of personal care. As a result, mealtimes promoted independence, choice, social interaction and wellbeing while providing children with a relaxed and enjoyable opportunity to develop practical life skills.

Staff had developed positive and trusting relationships with parents and carers. During the inspection, interactions were warm and friendly, and parents appeared comfortable and happy to speak with staff. Feedback from parents was very positive and showed that they were satisfied with the care and support their children received. One parent commented: "The staff at St Andrews are brilliant and really care about the children". Staff used a range of ways to keep parents informed, including social media updates and photographs of children's experiences, helping families stay connected to the service. As a result, parents were well informed, positive partnerships were maintained, and children benefited from a consistent approach to meeting their individual needs both at home and within the service.

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	4 - Good
Nurturing care and support	4 - 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.scot

Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.gov.scot

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.