St John Ogilvie Early Years Class
Day Care of Children

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Type of inspection:
Unannounced

Completed on:
21 May 2026

Service provided by:
North Ayrshire Council

Service provider number:
SP2003003327

Service no:
CS2014328192

About the service

St John Ogilvie Early Years Class is located within St John Ogilvie Primary School based in Irvine, North Ayrshire. The service is provided by North Ayrshire Council and is registered to provide a care service to a maximum of 50 children aged two years to those not yet attending primary school. At the time of inspection 76 children were registered with the service.

The service is situated close to transport links and other amenities. Children are cared for in spacious playrooms with direct access to outdoors.

About the inspection

This was an unannounced inspection which took place between 19 and 21 May 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 and seven of their parents/carers
- spoke with the staff and the management team
- observed practice and daily life for children attending the service
- reviewed documents
- assessed core assurances, including the physical environment.

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

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 are 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

• Staff provided consistent nurturing care and support, resulting in children feeling safe, confident and emotionally secure.

• Children were happy, settled and led their own play, showing curiosity and enjoyment.

• Clear communication with families supported them to feel involved in their child's care.

• Self-evaluation and quality assurance processes were developing and beginning to inform improvements.

• Outdoor play spaces would benefit from continued development to further support children's physical development, curiosity and creativity.

• Where the leadership team have identified and reported maintenance concerns, timely action was required from the provider to ensure children experienced safe and hygienic environments.

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

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.

Quality indicator: Leadership and management of staff and resources

The service's aim to provide a safe, healthy and welcoming environment where children felt happy, valued and secure was clearly reflected in practice. Children were observed to be settled, confident and well supported by nurturing staff. While the existing vision, values and aims provided a solid foundation, they had not been reviewed recently and no longer fully reflected the service's current direction. The leadership team shared their plans to align their values more closely with the wider school and to further involve staff, children and families in the review process. This would help strengthen a shared sense of purpose across the community.

Family engagement was positive, with both informal and formal opportunities for them to share their views, for example through daily conversations and the digital platform 'Seesaw'. Feedback was gathered regularly and contributed to ongoing communication between home and the setting. This supported families to feel involved in their child's experiences and provided opportunities to influence aspects of the service. Families told us they felt valued, respected and included within the service.

Staff were appropriately involved in self-evaluation and quality assurance processes, which were beginning to support improvement. However, a high level of staff absence had delayed the routine processes being carried out at planned times. Leaders had identified the need to further embed these processes to ensure measurable impact. Stronger links between evaluation findings, improvement actions and outcomes for children should strengthen the impact of service evaluation. More focused feedback and systematic follow-up of agreed actions would enhance accountability and ensure changes lead to sustained improvement and secure positive outcomes for children.

Staff confirmed that they were personally and professionally supported by the leadership team. Staff were safely recruited and appropriately registered with the Scottish Social Services Council (SSSC), supporting compliance with professional standards and regulatory requirements. As part of induction, new staff received a handbook providing an overview of the service. To strengthen this further, incorporating the national induction resource, would support greater consistency and clarity of expectations for all staff. This would help ensure staff are confident in their roles, and fully understand the high standards expected in supporting children.

Staff views were sought through questionnaires and this process supported staff reflection on their skills, leadership preferences and professional learning needs. The leadership team should now ensure these contributions inform targeted development opportunities. Leadership roles had been created; however, due to staff absences, they had not had sufficient time to be embedded or to demonstrate impact over time. Re-establishing leadership roles should build confidence within the team and promote a collaborative approach to leadership at all levels.

Leaders demonstrated appropriate awareness of environmental maintenance concerns by promptly recording and reporting issues without delay. Examples included damp ceiling tiles and worn, porous surfaces, particularly in areas surrounding sinks in the 3-5 playroom and children's toilets, where laminate

covering had begun to peel. The provider should now prioritise addressing these issues to ensure the environment consistently meets a high standard of cleanliness and to reduce any potential risk to children's health and wellbeing (area for improvement 1).

Areas for improvement

1. To support children's wellbeing and ensure they experience environments that are safe, clean and hygienic, the provider should take action to address all identified maintenance issues timely. Where prompt action can not be taken, maintenance issues should be fully considered as part of the service development plan with any agreed actions and time scales clearly documented.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'My environment is secure and safe' (HSCS 5.17).

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.

Quality indicator: Playing, learning and developing

Interactions were kind, calm and respectful, contributing positively to children's emotional security and wellbeing. This was reflected in how children were consistently happy, settled and led their own play, showing curiosity and enjoyment. The indoor environments supported both individual and group play, offering a good balance of spaces that encouraged interaction and social development. For example, children engaged in imaginative play as they pretended to make pizza, confidently sharing their preferences for toppings and linking their play to real-life experiences at home. As a result, children participated in a range of meaningful play experiences and demonstrated growing confidence and independently selected play materials suited to their age and stage of development.

Outdoor provision was less well developed and did not yet offer the same quality of experience as indoors. This was partly due to the natural landscape presenting challenges, such as a steep slope, alongside play resources that required further development to create a safe and stimulating space. The leadership team had taken proactive steps to address some issues, including applying for a range of funding sources and grants; however, these applications had been unsuccessful to date. Access to outdoor play was also inconsistent during the inspection. For example, children were brought indoors in groups to accommodate staffing arrangements, such as during personal care routines. As a result, opportunities for outdoor play and child-led exploration were reduced. The leadership team recognised that improvements to both the outdoor environment and access arrangements were needed to better support children's learning and exploration in line with their individual play preferences.

Staff demonstrated a good understanding of child development, which positively influenced planned play experiences and interactions. They sensitively supported children through a balance of intentional and responsive experiences, contributing to sustained engagement. On the second day of inspection, core staff returned to work following a period of absence and the quality of play and learning improved. Continuous provision was more purposeful and well planned, with varied sensory experiences such as playdough, sand, painting and heuristic play were offered in ways that reflected children's individual interests. These opportunities effectively supported creativity, exploration and fine motor development, enabling children to

express themselves meaningfully. Parent/carers told us they were happy with the quality of play experiences their child received.

Children freely engaged with songs, stories and puppets, supporting early literacy and communication development. Staff used developmentally appropriate language, including commentary and explanations, to support children's thinking. However, interactions did not consistently extend learning to a deeper level. As a result, opportunities to further develop children's vocabulary, critical thinking and ability to make connections were sometimes missed. For example, when children shared their drawings, staff acknowledged their work but did not consistently use follow-up questions to explore ideas or introduce richer language. The leadership team agreed that ongoing training in sustained shared thinking would strengthen practice and support children's communication and critical thinking.

Planning and assessment processes were child-centred and reflected children's interests and developmental needs. Staff knew children well and used observations effectively to inform next steps, which were recorded in personal learning plans. Communication with families was a key strength, with learning journals regularly shared and parental contributions encouraged, supporting continuity in learning. While planning was detailed, evaluations were descriptive rather than reflective, limiting the ability to fully assess impact. Developing more robust evaluative approaches would support more consistent monitoring of children's progress over time and strengthen the moderation of learning.

Children are supported to achieve — 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.

Quality Indicator: Nurturing care and support

Children experienced consistently warm, nurturing and responsive care. Staff used appropriate praise and encouragement to recognise individual achievements, and children's "WOW" moments were celebrated, displayed and shared with families. This supported children's sense of belonging, inclusion and self-worth.

Staff demonstrated a strong understanding of children's emotional needs. They responded sensitively, offering reassurance and validating feelings, which enabled children to express themselves confidently. Resources such as The Colour Monster books and soft toys effectively supported children to recognise and identify their feelings. As a result, children were settled, secure and able to express their emotions.

Staff adopted a responsive approach, balancing involvement in play with giving children space. They offered timely support to promote positive interactions. For example, to support younger children with turn taking. This helped children to manage emotions, resolve conflicts and develop social skills.

Children's wellbeing was supported through personal planning that reflected their individual strengths, needs and interests, with plans regularly reviewed to respond to changes. Staff absences occasionally resulted in children being supported by less familiar staff, affecting consistency in understanding individual communication or support strategies. Care plans are kept securely within the early years office and all staff were aware of where to access them. To improve continuity of care, key information should also be readily accessible to staff within each playroom and provide an overview of each child, including their daily care needs. This would help ensure children's needs were fully understood and met consistently.

Overall, children experienced calm and relaxed mealtimes, with staff sitting alongside them to ensure safe supervision and encourage social interaction. Opportunities to self-serve foods supported the development of independence. Mealtimes could be further enhanced through more consistent approaches to hand hygiene, as some children returned to play with food soiled hands and faces. Greater consistency in hygiene practices, including the approaches used to clean children's hands and faces, would support children's comfort and promote effective hygiene.

Positive relationships with families were evident. Communication took place regularly, and families were encouraged to engage with their child's learning through stay and play sessions. Further development of detailed handovers at collection times and increased daily access to playrooms would strengthen existing partnerships and enhance trusting relationships between home and the setting, supporting continuity of care.

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	4 - Good
Playing, learning and developing	4 - Good

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

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