

Moorpark Early Learning and Childcare Centre

Day Care of Children

Moorpark Early Learning and Childcare Centre
22 Porterfield Road
Renfrew
PA4 8HJ

Type of inspection:
Unannounced

Completed on:
22 August 2025

Service provided by:
Renfrewshire Council

Service provider number:
SP2003003388

Service no:
CS2003014789

About the service

Moorpark Early Learning and Childcare Centre is provided by Renfrewshire Council. It is registered to provide a care service to a maximum of 133 children not yet attending primary school at any one time:

- no more than 9 are aged under 2 years;
- no more than 20 are aged 2 years to under 3 years and;
- no more than 104 are aged 3 years to those not yet attending primary school

On the first day of inspection 70 children were in attendance. On the second day of inspection 63 children were in attendance.

The service operates from a purpose built facility in Renfrew. The centre has a secure entrance, three spacious playrooms for each age range of children and access to additional rooms including a dining room, gym hall and nurture room. Each playroom benefits from direct access to secure gardens. The service is close to local shops, parks and other amenities.

About the inspection

This was an unannounced inspection which took place on 21 and 22nd August 2025. The inspection was carried out by three 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 five members of their family
- Gathered feedback from twelve families through online questionnaires
- Spoke with staff and management
- Observed practice and daily life
- 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 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

- Children experienced warm, nurturing care from staff who knew them and their families very well.
- The team should continue to develop care plans to clearly identify next steps and strategies for all children.
- Children were having fun with their friends and staff on the days of inspection.
- Children experienced rich and meaningful play opportunities to develop their skills in language, literacy, and numeracy.
- Children benefitted from exciting and stimulating play spaces.
- Staff worked well as a team to provide a welcoming ethos based on positive relationships.
- The senior leadership team should review current quality assurance systems to ensure they are robust and effective.
- Staff were passionate about leading improvements in the service through their champion roles.
- Staff were skilled, knowledgeable and committed to achieving positive outcomes for children in their care.

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?	4 - Good
How good is our setting?	5 - Very 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?

4 - Good

1.1 Nurturing care and support

We evaluated this key question as **good** where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Children experienced warm, nurturing, responsive care from staff who knew them well. Staff provided lots of cuddles, praise and reassurance which helped children to feel safe, loved, and secure. One parent told us "My child and I have great support from the team; key workers have great relationships with my child."

We observed children in all rooms enjoy a mealtime that was sociable and unhurried. Staff sat with children, engaged in conversations, and offered support and praise which promoted their independence. The team continued to develop the lunchtime routine within the 3-5 room to ensure a smoother transition process for children. Children benefitted from access to healthy and nutritious meals that were in line with current best practice guidelines. Visual aids were available to support children to make choices about what they would like to eat. We asked the team to be mindful that all children have access to fresh drinking water throughout the day.

Children were cared for by adults who knew them and their families well. Children had care plans which were being updated during our inspection. We found that while some care plans contained relevant and up to date information, others would benefit from further development. For example, next steps and targets could be streamlined, and children's individual strategies incorporated to ensure they are supported effectively. This would ensure children's current health, wellbeing and developmental needs were consistently met. See area for improvement 1. Several parents who completed our questionnaires told us they would like more communication about their child's day, more opportunities to discuss plans and their child's development with staff.

Children with additional support needs had thorough care plans in place, monitored by senior practitioners. We found the service had strong links with other professionals to support positive outcomes for children. The sharing of information, practice and strategies supported continuity of meeting children's needs and supporting them to reach their full potential.

Children's health was supported by staff that understood their role in promoting individual medical needs. Some staff had completed first aid and additional emergency medication training which meant they could confidently respond to children's individual health plans. We reviewed the service's policy for the storage and administration of medication and found this had been updated to reflect the current good practice guidance, Management of Medication in Daycare of Children and Childminding Services. However, we asked the senior leadership team to ensure the processes, procedures and monitoring of the administration and recording of medication was adhered to inline with the service's policy and good practice guidance. This should include ensuring consent forms are fully completed, including when there are any changes to dosage. Medication is stored and administered in line with prescription labels. See area for improvement 2.

Most children's safety, emotional security and wellbeing was promoted by sensitive sleep routines that were responsive and in line with families' preferences. We found staff had a good understanding of the services sleep policy which followed national best practice guidance. We asked the senior leadership team to review the sleep routine with in the under three rooms to ensure it was sensitive and supported children to rest and relax in line with children's needs and parents' preferences.

1.3 Play and Learning

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**.

Children were having fun and engaged in a range of experiences that supported their play and learning. We observed children build Minecraft dens, go on a bear hunt, make tea in the mud kitchen, and bake cakes with staff to eat at snack time. One parent told us "It is a warm nurturing environment with fun at the core." As a result there were opportunities for children to develop early level skills by leading their own play and learning. We would encourage the service to ensure they consistently provide a broad range of experiences that present challenge and stimulation for children's individual needs across all playrooms.

Children experienced rich and meaningful play opportunities to develop their skills in language, literacy, and numeracy. We observed children and staff telling stories, singing songs together, making 'soup' outdoors following recipe cards, mark making with pens, paint, and pencils indoors and outdoors. The team had focused on embedding 'Talk for writing' approaches throughout the nursery and we could see the emerging positive impact on the environment and opportunities provided to children.

High-quality observations within most journals, along with skilled interactions by staff, promoted children's creativity and curiosity in the service. Staff demonstrated effective use of questioning to extend children's thinking, broaden their skills, and enhance learning through play. Floorbooks were in place, capturing photographs of children engaged in experiences. We suggested these could be further developed by strengthening the evaluation stage of planning and identifying next steps for learning.

Children had access to the local community with visits to the local shops, parks, and fire station. The team advised the local community also visited the nursery to help strengthen connections to the local area. This supported children's sense of belonging to their local community.

The team had established strong partnerships with families to share information on children's learning at home and in the setting. We found the team provided a wide range of opportunities to support regular and structured engagement with families that positively impacted on the quality of children's play and learning experiences. Families had recently attended stay and play sessions that focused on baking, Dolly's imagination library, and book bug. The team had also organised transition conversation cafes and graduation events to support children and families transitions to school.

Areas for improvement

1. In order to meet all children's needs, the team should ensure care plans identify appropriate next steps and strategies to meet children's individual needs, support progress and help children to achieve their full potential.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices' (HSCS 1.1)

2. The senior leadership team should improve the medication procedures in the setting. They should review the process for recording, storing, and auditing medication in the setting. They should refer to the Care Inspectorate's Management of medication in daycare of children and childminding services.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: "I experience high quality care and support based on relevant evidence, guidance and best practice" (HSCS 4.11).

How good is our setting?

5 - Very Good

2.2 Children experience high quality facilities

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**.

Children were cared for in an environment that was clean, bright, and homely. There was ample space for children to play with friends, or alone should they choose. The team had created cosy, relaxed spaces for children to rest and recharge over their day. The entrance and cloakroom area was warm and inviting to children and their families. This ensured children and their families felt safe and welcomed in the early learning centre. One parent told us "It is a welcoming environment, full of happiness, support and encouragement."

We found most spaces were stimulating and structured to meet the varying needs of children attending. The indoor and outdoor space within the 3-5 room had been carefully and considerably planned to ensure children were provided a variety of challenge and could access resources that sparked their imaginations and curiosities. One parent told us "The open space and garden area" is the strength of the nursery. Although monitoring of the playrooms had taken place, this should be reviewed to ensure any actions or areas for development suggested are taken forward. This will enable children to be challenged at a level appropriate to their individual stage of development across all terms of the year.

Children in all playrooms had free flow access to a well-resourced garden equipped with toys and equipment that matched children's interest and stages of development. The enclosed garden spaces provided opportunities for all age ranges to engage in active play using obstacle courses, swings, and bikes. Children also took part in gardening at planters and in the greenhouse, sensory play with mud, sand and water and imaginative play in outdoor buildings and mud kitchens.

Loose parts play was available with large tyres, piping, blocks, and bricks. We asked the team to continue to expand loose parts resources in the under three playrooms to further enhance children's creativity and curiosity.

Children's health and wellbeing was supported by staff who understood their role in promoting safe infection prevention and control practices. The setting was clean, organised and well maintained. Good hand hygiene routines had been established and were promoted by the team through role modelling and prompting children. This reduced the potential spread of infections, while supporting staff and children's health in the setting. We asked the team to revisit the appropriate use of PPE (Personal Protective Equipment) during mealtimes to reduce the risk of cross contamination.

Risk assessments were in place and regularly reviewed by the whole team. Effective arrangements were in place to monitor and maintain the supervision of children across all the play spaces available. Staff were knowledgeable and confident in SIMOA- Safe, Inspect, Monitor, Observe and Act campaign. This meant children were kept safe and healthy.

How good is our leadership?

4 - Good

3.1 Quality assurance and improvement are led well

We evaluated this key question as good where several strengths impacted positively on outcomes for children, and clearly outweighed areas for improvement.

There was a shared vision for the service which was promoted by the senior leadership team. Aspirations for children and their families was shared by all in the team and the key driver for service delivery. There was a "family" ethos established by the service that was continuously highlighted as a strength by parents, staff, and the leadership team. One parent told us "The nursery feels like family, my children feel loved."

Staff told us they felt involved in the self-evaluation and improvement planning in the service through meetings during in-service days, team meetings or during individual appraisals. Each staff member had a delegated champion role. This demonstrated a distributed leadership model where all staff had responsibilities for ensuring improvements were implemented and sustained. This approach ensured staff were well informed and understood their role in supporting improved outcomes for children.

A distributed leadership approach to the quality assurance processes had been established, as staff undertook aspects of monitoring and auditing across the service. We identified gaps in the quality assurance tasks during our inspection. For example, monitoring of personal plans, children's next step and targets, observations of the environment and medication. The manager should now put systems in place that allows a general oversight of quality assurance in the service and ensure staff fully understand the services established processes when undertaking delegated responsibilities. See area for improvement 1.

Through our inspection, we identified notifications that had not been submitted to the Care Inspectorate, such as protection concerns, accidents and incidents where medical guidance or treatment was sought. We requested the senior leadership team revisit the 'Early learning and childcare services: Guidance on records you must keep and notifications you must make' and ensure significant events are communicated in the timeframes stated. We also found the provider had not communicated there was an absence of the registered manager or submitted the appropriate notification in line with conditions of registration. See area for improvement 2.

Areas for improvement

1. To ensure the continuous high-quality care for children, the manager should implement a robust quality assurance system to monitor delegated responsibilities and tasks are completed in line with the services policies and good practice guidance. This should include, but not be limited to, monitoring children's personal plans, next steps and strategies, medication, and observations of the environment.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19).

2. To ensure children receive responsive care and support, the senior leadership team should make appropriate notifications to the Care Inspectorate when certain events take place. Management should refer to good practice guidance, "Early learning and childcare services: Guidance on records you must keep and notifications you must make" to identify events that require them to notify the Care Inspectorate and the timescales to adhere to.

This is to ensure that care and support is consistent with the Health and Social Care Standards which state: "I benefit from different organisations working together and sharing information about me promptly where appropriate, and I understand how my privacy and confidentiality are respected" (HSCS 4.18).

How good is our staff team?

5 - Very Good

4.3 Staff deployment

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.

Children were supported by staff who embedded the values of nurturing and responsive care into their practice. This ensured that children felt respected and included. Staff spoke about the importance of relationships which meant children were cared for by adults who wanted to provide the very best early learning and childcare experience. One parent told us "The team and staff are the strength of the service." Another parent told us "Staff are fantastic, very supportive, knowledgeable and so enthusiastic with the kids."

Staff were deployed effectively throughout the indoor playrooms and enclosed outdoor gardens which supported high levels of interactions and promoted the wellbeing and safety of children. We observed staff to be flexible in their deployment during busier times of the day such as mealtimes, drop off and pickups. Staff breaks were planned to minimise the impact on children whilst still enabling staff to rest and recharge. Most staff told us that planned and unplanned absences had impacted their ability to undertake all aspects of their role and provide consistent individualised care for children. Although all staff agreed as a team they supported each other through busier days in the early learning centre.

Children and their families experienced a warm, caring, and nurturing setting, supported by good working relationships and effective communication between the team, manager, depute and families. We found staff worked well together and communicated in a warm and dignified manner, they used kind words and interacted respectfully, presenting positive role models for children in their care. Staff felt respected and listened to which further supported a positive team ethos. One parent told us "Every single member of staff are so kind and caring. They make my child feel happy and safe every day they are there."

Staff took responsibility for their own professional development and embraced any new opportunities to learn and develop. Staff were driven and motivated in their leadership opportunities and were committed to supporting the nursery to continue to develop and improve. They worked well as a team to achieve positive outcomes for children in their care by sharing their skills and knowledge. One staff member told us "Moorpark is an excellent place to work with a fabulous team who strive to make a nurturing, friendly and caring, and stimulating environment for children."

New staff employed in the service completed the National Induction resource with support from a member of the senior leadership team. Staff received feedback from the senior leadership team offering communities of practice, mentoring and training, if required. This enabled support and feedback to be used to constructively build a confident, skilled, and accountable team in the service.

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?	4 - Good
1.1 Nurturing care and support	4 - Good
1.3 Play and learning	5 - Very Good

How good is our setting?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very 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

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.com

Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

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 cànan eile ma nithear iartras.

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 ਵਿੱਚ 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.