

# Hayocks Primary School Nursery Class Day Care of Children

Lumsden Place  
Stevenston  
KA20 4HG

Telephone: 01294 465 283

**Type of inspection:**  
Unannounced

**Completed on:**  
25 September 2025

**Service provided by:**  
North Ayrshire Council

**Service provider number:**  
SP2003003327

**Service no:**  
CS2003017306

## About the service

Hayocks Primary School Nursery Class is registered to provide a care service for a maximum of 48 children. No more than 12 children can be aged from two years to under three years, and 36 children can be aged from three years to those not yet attending primary school. At the time of inspection there were 34 children registered with the service and 17 children present across various attendance patterns.

The service is situated within Hayocks Primary School which is close to shops, local amenities and public transport routes. The accommodation is on one level. There is a small entrance foyer with a secure entry system. Children are cared for in two playrooms and a dining area. Each playroom has direct access to an enclosed outdoor play area.

## About the inspection

This was an unannounced inspection which took place on 23 and 24 September 2025. 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 and observed children using the service and spoke with two of their families
- spoke with staff and management
- observed practice and daily life
- reviewed documents
- spoke with visiting professionals.

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.

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

- All staff had a positive outlook on continuous improvement and there was a strong commitment to provide a quality service.
- Children experienced consistent and responsive care due to effective staff deployment across the service.
- Children had fun and were engaged in planned and spontaneous experiences that were responsive to their interests.
- Children experienced warm, nurturing and responsive care that supported their wellbeing.

## 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	5 - Very 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.

### Leadership and management of staff and resources

Children benefited from a clear vision, values and aims that guided the way staff supported them. Families and staff helped shape these through sharing what mattered most to them. Values such as 'caring, trustworthy, supportive, respectful, and family,' were visible in everyday practice through staff interactions. This helped children experience consistent care and ensured they felt safe and secure. The service revisited their vision, values and aims each year. This recognised that children, families and staff change over time. There were plans to include children in this year's consultation. This would help them to be meaningfully included shaping their service.

All staff had a positive outlook on continuous improvement and there was a strong commitment to provide a quality service. Staff and families had been included in self-evaluation processes to identify strengths and areas for development. These had been used to inform a whole school improvement plan and an early years specific action plan. As a result, a number of positive changes had been made since the last inspection. The leadership team were realistic about the pace of change for sustainable improvements and understood the importance of opportunities for staff to reflect together. This took place during in-service days as the service told us whole team meetings were difficult due to varied staff working patterns. We suggested considering ways to provide more opportunities for staff to meet as a team to reflect throughout the year. This would support the team to clearly monitor their progress and evaluate the impact of improvements.

A quality assurance and monitoring calendar had recently been implemented to support ongoing service development. Auditing and monitoring systems had been developed to measure quality in a meaningful way. This had led to improvements in lunch routines and children's personal plans, enhancing positive outcomes for children. Some areas of service delivery were in need of a more robust oversight, such as medication. We found some inconsistencies in the medical information recorded. The service should continue to develop quality assurance procedures in line with best practice guidance that consistently have a positive impact on all areas of service delivery.

New staff were welcomed into the service and supported to understand their role and responsibilities. Induction processes were in place and children and families were kept informed on who would care for them. This helped children and families to build positive relationships with staff who knew how to support them. We suggested using the national induction resource to support staff to reflect on their learning and take ownership of their development. This would help to build skills and confidence. There was a mix of staff skills, knowledge and experience in the team. We discussed the benefits of developing a mentoring programme to strengthen guidance for new or less experienced staff. This would further support staff and help develop leadership skills across the team, enhancing a culture of collaboration.

We found major strengths in this aspect of the setting's work and identified very few areas for improvement; therefore, we evaluated this quality indicator as very good.

## Staff skills, knowledge, values and deployment

Children benefitted from a staff team who demonstrated a strong understanding of how children learn and develop. Staff were highly motivated and had engaged in professional learning opportunities both in-house and externally. This led to positive experiences for children that supported their wellbeing and development. Staff were keen to provide feedback from training opportunities and shared their knowledge and skills with each other. Some staff had leadership roles and passionately discussed the positive impact of their practice on outcomes for children and families.

Staff benefitted from opportunities to reflect on their knowledge and skills. Annual appraisals and opportunities for staff to meet individually with management were in place to plan for individual and team development. Staff completed training evaluations and had reflective conversations to monitor the impact of their learning. This helped to ensure children experienced high-quality care and support from staff who were committed to continuous professional development.

Children experienced consistent and responsive care due to effective staff deployment across the service. Staff knew children very well and were attuned to their individual needs. This supported positive relationships and ensured children's wellbeing. Breaks were well planned to enable staff to rest without impacting on the quality of children's experiences. Since the last inspection, the service had made changes to staff deployment over mealtimes to ensure children experienced consistent care and support. This ensured children benefited from safe and nurturing mealtimes.

Staff communicated clearly and flexibly throughout the day, supporting each other when required. Staff photos displayed on playroom doors and shared on online platforms. This helped children and families feel informed and reassured about who was caring for them. Families were welcomed into playrooms to chat with staff informally during drop off and collection times. This helped families to feel included in their children's day and supported the development of meaningful relationships.

## 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.

### Playing, learning and developing

Children were confident and engaged in a variety of play experiences throughout our visit. Most staff had a good understanding of how children learn and develop. As a result, children had fun during planned and spontaneous experiences that were responsive to their interests. We observed children excitedly exploring objects using magnets, engaging in hospital themed role play and building large structures and towers. These experiences supported children to develop their problem solving skills, creativity and imagination.

Children enjoyed opportunities to develop their language, literacy and numeracy skills. For example, we observed children matching letters to animals and making animal sounds, playing number games with dice, reading stories and mark making. This helped children to learn new skills through play. We discussed considering ways to add depth to children's learning and enrich experiences through digital technology. The service had identified the need to improve digital play and learning in their most recent improvement plan.

The environment had recently been developed to spark children's curiosity and encourage exploration. Children benefited from play spaces that captured their imagination indoors and outdoors. At times, experiences could have been enhanced through the responsive provision of additional resources, such as water or paint outdoors when children displayed an interest in using large rollers. This would have added depth to their play. Most staff skilfully used open ended questions to encourage children to use critical thinking skills and recognised when children would benefit from further support. They also provided time and space to help children make their own choices. This enabled children to lead their own play and learn at a pace that was right for them.

Families were encouraged to be included in their children's play, learning and development through regular 'stay and play' sessions, workshops and home-learning bags. These contained games for families to play at home. This supported families to understand the benefits of play-based learning.

Children benefitted from responsive planning that was centred around their interests. Their voices were valued, listened to and documented clearly in floor books. As a result, children knew their ideas and aspirations mattered. A new planning process and local authority tracking tool was in the early stage of implementation. This being closely monitored and reviewed. We found some missed opportunities to work collaboratively with families to inform children's next steps, this led to gaps in staff understanding of what some children could already do. The service were supporting staff to implement and embed the new processes. This would ensure all children are appropriately challenged and consistently supported to reach their full potential.

## Children are supported to achieve **5 - Very Good**

We found major strengths in this aspect of the setting's work and identified very few areas for improvement; therefore, we evaluated this quality indicator as very good.

### Nurturing care and support

Children experienced warm, nurturing and responsive care that supported their wellbeing. Staff had built strong, respectful relationships with children and responded sensitively to their individual needs. This helped them to feel safe and secure. Children's privacy and dignity were respected and staff interactions created a positive balance between offering support and encouraging independence.

Children benefitted from sociable mealtimes that were calm and unhurried. They were supported to develop life skills through serving their own meals and clearing their plates. Water was freely available throughout the day. This supported children's health and wellbeing.

All children had personal plans in place that reflected their individual needs and ensured children and families felt listened to and respected. These were regularly reviewed and all staff demonstrated a strong understanding of children's individual needs, preferences and support strategies. This ensured children's needs were met. Where required, multi-agency support was in place and having a positive impact in supporting children to reach their full potential.

Transitions were well managed, with personalised approaches such as "All About Me" booklets and quick glance overview sheets linked to best practice wellbeing indicators. These supported children moving between home and the service, and between rooms. Younger children spent time with the older children during our visit, this supported them to build friendships and become familiar with new staff and routines. This helped children feel safe and secure which supported positive outcomes.

Children benefited from an inclusive and welcoming environment where strong connections with their families were valued. Families were involved in daily routines through informal drop-off and collections in playrooms, where they were encouraged to chat with staff. They were regularly invited to stay and play sessions, parent groups and workshops. This meant there was a meaningful, collaborative approach to supporting children's care, learning and development.

Children's achievements in the service and at home were celebrated through online platforms, a 'Wow Wall', and a 'Star of the Week' initiative which recognised individual and achievable goals for all children. This commitment to positive partnerships ensured that children and families felt valued and supported, contributing to their wellbeing and sense of belonging.

## 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

Personal plans should to be more focussed to accurately reflect how the service will meet individual children's health and well-being needs.

This ensures care and support is consistent with the Health and Social Care Standards, which state "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 1.15).

**This area for improvement was made on 25 April 2024.**

#### Action taken since then

The service had developed a new and detailed process for recording children's individual care and support needs. This was reviewed regularly with parents and updated as required. Children's information was recorded in an 'all about me' booklet, detailed care plan, personal learning plan, and a quick glance overview sheet linked to best practice wellbeing indicators. Whilst all staff knew children very well, we suggested streamlining the recording of information. This would ensure new or temporary staff have easy access to the most important information in relation to children's daily care and welfare needs.

**This area for improvement was met.**

#### Previous area for improvement 2

The service should ensure there are sufficient numbers of staff to meet the individual needs of children across the day. To do this, they should at a minimum ensure that sufficient cover is provided when staff are engaged in tasks such as personal care and mealtimes, and during staff breaks.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that 'My needs are met by the right number of people' (HSCS 3.15) and 'My care and support is consistent and stable because people work together well' (HSCS 3.19).

This area for improvement was made on 25 April 2024.

## Action taken since then

There were sufficient numbers of staff to meet children's individual needs across the day. Changes had been made to staff break times to ensure there was minimal impact on children's experiences. Appropriate staff cover was provided when staff were needed to support children during mealtimes or personal care. The manager and senior staff were available in playrooms to provide support to staff when required.

This area for improvement was met.

## Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at [www.careinspectorate.com](http://www.careinspectorate.com).



## Detailed evaluations

Leadership	4 - Good
Leadership and management of staff and resources	4 - Good
Staff skills, knowledge, values and deployment	5 - Very Good

Children play and learn	4 - Good
Playing, learning and developing	4 - Good

Children are supported to achieve	5 - Very Good
Nurturing care and support	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](http://www.careinspectorate.com)

## Contact us

Care Inspectorate  
Compass House  
11 Riverside Drive  
Dundee  
DD1 4NY

[enquiries@careinspectorate.com](mailto: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 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.