

# PEACE Onthank Day Care of Children

The Annex Onthank Primary School  
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Kilmarnock  
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**Type of inspection:**  
Unannounced

**Completed on:**  
16 December 2025

**Service provided by:**  
PEACE Childcare

**Service provider number:**  
SP2003000712

**Service no:**  
CS2003015048

## About the service

PEACE Childcare (PEACE) is the registered provider of this day care of children service. PEACE is a charitable organisation managed by a voluntary board of directors (the board). The board has responsibility for the overall management of PEACE. This includes the provision of a sitter service, several out of school clubs operating throughout East Ayrshire and a full day holiday service based in Kilmarnock. The board delegates responsibility for the day-to-day running of the PEACE Onthank service to a suitably experienced manager.

PEACE Onthank is located in Onthank Primary School, in the town of Kilmarnock in East Ayrshire. The service has a separate entrance and exclusive use of a classroom as well as pre-arranged access to the school gym and playground. The service can provide up to 56 places per session during school terms and 70 places per session during school holidays for children of school age.

## About the inspection

This was an unannounced inspection which took place on 11 and 15 December 2025 between 07:00 and 18:00. This 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 and complaints information, information submitted by the service and intelligence gathered throughout the inspection year.

To inform our evaluation we:

- Spoke and spent time with children using the service.
- Received four completed questionnaires from families.
- Spoke with five staff and the management team.
- Assessed core assurances, including the physical environment.
- Observed practice and daily life.
- Reviewed documents.

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, responsive care that promoted emotional wellbeing and confidence.
- Staff interactions were consistently respectful and purposeful, supporting language, problem-solving, and social skills.
- Children were highly motivated and engaged in meaningful play, with freedom of choice and opportunities to lead their own learning.
- Personal plans reflected children's holistic needs and interests, and were used effectively to guide practice and achieve positive outcomes.
- Leadership created a positive culture where staff felt supported and confident, resulting in quality experiences for children.
- Strong partnerships with families ensured regular communication and flexibility, enhancing children's care and learning.

## 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	5 - Very 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 key question as good, as several important strengths clearly outweighed areas for improvement. These strengths had a significant positive impact on outcomes for children and families.

The service operated under a clear aim to provide quality, affordable, flexible childcare that enabled parents to access employment, education, and training. Staff demonstrated commitment to this vision, and their practice consistently reflected child-centred values. Children benefited from a welcoming environment where they felt happy and secure. Parents told us, "My children are always happy on arrival and tell me what they have enjoyed doing at PEACE." This contributed to positive experiences and strong relationships. However, the vision and values had not been revisited with families to ensure they remain relevant and reflect rights-based practice. Updating these collaboratively would strengthen shared ownership and ensure alignment with national frameworks such as UNCRC and Health and Social Care Standards.

Staff wellbeing was prioritised, creating a positive culture that supported inclusion and stability. One staff member said, "I feel my wellbeing is always supported in my workplace." This approach helped maintain a motivated team who delivered nurturing care and high-quality experiences for children. Recruitment processes were robust and values-based, ensuring children were cared for by skilled and safely recruited staff. Induction was structured and supported by ongoing supervision, enabling staff to feel confident in their roles. To enhance induction further, introducing the national induction resource would formalise processes and ensure consistency across the team. Continuous professional development, including training in child protection, food hygiene, and health and safety, ensured practice was informed and consistent. As a result, children experienced safe, stimulating environments and care that promoted their wellbeing.

There was an emerging culture of reflection and improvement. Staff engaged in regular self-evaluation and performance reviews, which strengthened practice and enhanced outcomes for children. Improvements identified at previous inspections, such as healthy eating, had been successfully implemented. Children now contributed to snack choices, promoting independence and excitement about healthy options. Parents' views were sought informally, and feedback was positive, with one parent commenting, "The children contribute to the snack rotation and get excited when it's the snack they've chosen." Recording parent discussions systematically, including dates and names, would provide stronger evidence of family involvement in shaping improvements. This would also help demonstrate inclusive planning and continuous improvement.

## Children play and learn 5 - Very Good

We evaluated this key question as very good, as significant strengths had a positive impact on outcomes for children and clearly outweighed areas for improvement.

Children were highly motivated, confident, and engaged in meaningful play. They led their own learning and enjoyed a wide range of activities that supported creativity, problem-solving, and social skills. We observed children laughing and playing with staff, demonstrating comfort and joy in their environment. For example, two primary 2 aged children played a full game of Frustration, supported by staff who encouraged counting forwards, backwards, and strategic thinking. This respectful interaction ended with handshakes and praise, promoting kindness and confidence.

Children had freedom of choice and access to varied resources. Seasonal activities, such as making snow globes with glitter, sequins, and tinsel, sparked curiosity and creativity. Children joined in at their own pace, and staff supported participation without taking over. This approach promoted independence and sustained engagement.

Interactions were warm, respectful, and purposeful. Staff listened carefully and responded to children's ideas, extending thinking through conversation and play. For example, children creating storybooks on themes of "rich versus poor" were supported to share and develop their ideas. Staff involvement in play was balanced, enabling children to lead while benefiting from guidance when needed. These interactions supported language development, problem-solving, and confidence..

Planning was flexible and child-centred. Personal plans reflected individual needs well, and families valued the open communication and responsive approach. Parents told us, "The staff give me a run down each day on what my child has been up to and what she has eaten." This partnership approach ensured children's experiences were meaningful and aligned with family expectations.

Overall, children benefited from an enabling environment where play was purposeful, fun, and inclusive. Staff interactions and planning approaches supported children's wellbeing, confidence, and learning, resulting in positive outcomes across all areas of development.

## Children are supported to achieve 5 - Very Good

We evaluated this key question as very good, as significant strengths had a positive impact on outcomes for children and clearly outweighed areas for improvement.

Children experienced warm, responsive care that supported their emotional wellbeing and development. Staff treated children with kindness, compassion, and respect. We observed staff spending time talking and listening to children, ensuring they felt valued and understood. When two young children had a minor disagreement, staff responded sensitively, helping them express feelings and resolve the issue calmly. This approach promoted emotional security and positive relationships.

Care routines were tailored to individual needs. For example, a child attending the breakfast club was immediately supported to wash their hands and choose their meal independently, while staff sat alongside them for conversation. This promoted confidence and independence. Transitions between spaces were calm and well-supported, with children freely moving between play areas and the gym hall. They appeared happy and secure, demonstrating strong attachments to staff. One child told us, "There's nice breakfast there, and I like to do arts and crafts."

Personal plans were in place for all children and reflected holistic needs, interests, and development. Children were actively involved in creating and reviewing their plans, and they confidently discussed these with inspectors. For example, one child expressed an interest in supporting younger peers, and this was successfully incorporated into their plan. Staff used plans effectively to guide practice, resulting in positive outcomes such as improved confidence in writing skills. To enhance personal plans further, the service should consistently gain parents' signatures and input during reviews and clearly date these updates to evidence family involvement.

Strong partnerships with families enriched children's experiences. Families were welcomed into the setting and described trusting, respectful relationships with staff. Communication was regular and two-way, through newsletters, flexible booking systems, and daily discussions at pick-up and drop-off. Parents valued

the service's flexibility, with one stating, "Having PEACE as a childcare option is amazing for me as a single parent; this allows me to work 8-5 Monday to Friday." Continuing to explore creative ways to involve families in planning, such as informal feedback sessions or digital updates, would further strengthen collaboration.

Overall, children benefited from nurturing care, personalised planning, and strong family connections. These approaches supported children to feel safe, respected, and confident, resulting in positive outcomes for their wellbeing and development.

## 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

In order to promote children's health and wellbeing the manager and staff, in consultation with children and parents, should review the breakfast/lunch/snack menu. This recommendation has not been met and has been repeated from the previous inspection in 2016.

**This area for improvement was made on 25 June 2019.**

#### Action taken since then

Improvements have been made that were observed during the inspection visit.

**This area for improvement has been 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
Children play and learn	5 - Very Good
Playing, learning and developing	5 - Very Good
Children are supported to achieve	5 - Very Good
Nurturing care and support	5 - Very Good

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