

## Whinhill Nursery Class Day Care of Children

Whinhill Primary School  
Drumfrochar Road  
Greenock  
PA15 4EQ

Telephone: 01475 715 749

**Type of inspection:**  
Unannounced

**Completed on:**  
8 May 2025

**Service provided by:**  
Inverclyde Council

**Service provider number:**  
SP2003000212

**Service no:**  
CS2003016346

## About the service

Whinhill Nursery Class is provided by Inverclyde Council, Education Services. The service is located within Whinhill Primary School and is registered to provide a daycare service for 64 children from three years to children not yet attending primary school. There were 45 children attending the service within the main playroom and eight children within the Gaelic medium at the time of this inspection.

This service was previously registered with the Care Commission and the registration transferred to the Care Inspectorate on 01 April 2011.

Children have access to a large playroom and enclosed outdoor play area. The service also provides a Gaelic medium nursery, where children have access to a playroom and outdoor facilities.

## About the inspection

This was an unannounced inspection which took place on 07 and 08 May 2025 between 09:00 and 15:15.

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 four children using the service;
- spoke with three staff and the manager;
- reviewed online questionnaire feedback from six family;
- 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; and
- 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

- Nurturing and caring approaches supported children to develop meaningful attachments and feel secure.
- The management and staff team were motivated and committed to delivering high quality outcomes to children and families.
- A committed approach to continuing professional development meant staff were confident and competent in their role.
- Effective staff deployment supported children to experience continuity of 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?	5 - Very Good
How good is our setting?	5 - Very Good
How good is our leadership?	5 - Very 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?

5 - Very Good

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.

### Quality indicator 1.1: Nurturing care and support

Children experienced warm and nurturing care. Staff were responsive to children's individual needs, treating them with respect and sensitivity. All staff were very kind and caring towards children. Staff communicated with children respectfully and at their level, providing them with cuddles, and reassurance whenever needed. As a result, children felt secure and developed positive attachments with staff.

Children benefitted from unhurried meal and snack times. Snack was available in the designated snack area for most of the morning, this meant that children could choose to have a snack when they were ready. Children were encouraged to take ownership of their mealtime experience and there were some opportunities for them develop their independence, including self selecting of snack and cold elements of lunch and clearing their plates. Staff sat with children at designated tables during lunch to ensure they were well positioned to support children with self-help skills such as cutting up foods. Staff and children engaged in meaningful conversations, although there were times when these were interrupted and impacted children's social experience of mealtimes. We discussed with the management team and provider how small changes to deployment of staff would further contribute to a quality mealtime experience for all children.

Children's health and wellbeing was supported through effective use of personal planning. Personal plans were developed in consultation with parents and all staff had a very good understanding of children's needs. One parent commented: "I am kept up to date with my child's personal plan and targets through regular parents meetings and also at the end of the day the staff tell me what my child has done through out the day keeping me up to date with how their day has been." Interactions and support strategies observed in practice were reflected in children's personal plans. This supported children to achieve their full potential and enabled staff to provide individualised care and support.

Communication and engagement of parents was a strength of the service. Parents told us they enjoyed coming along to stay and play sessions and other events. One parent shared: "I enjoy attending the play and stay sessions where I get to see how my child is doing at nursery and get involved in activities. We also are regularly invited to watch performances (Easter, Christmas, End of year celebrations) and are kept up to date with upcoming events." As a result, parents felt involved and included in their child's play and learning.

Well-managed systems and processes for the storage and administration of medication supported children's overall health and wellbeing needs. All staff were fully informed on children's health and medical requirements and their roles and responsibilities. Recording methods were in line with current best practice guidance and reviewed appropriately. As a result children's health information was current and children were kept safe.

### Quality indicator 1.3: Play and learning

Children independently led their play through a balance of spontaneous and well planned experiences.

Outdoors, children enjoyed playing with new exercise equipment and experimenting with the sand and water. Children enjoyed spending time with staff and invited them into their play. As a result, all children were happy and engaged in a variety of stimulating play experiences.

Children benefited from rich learning experiences to develop their creativity and curiosity through a range of loose part materials. We observed children happily engaged for long periods of time in the construction area where they were building towers and listening to stories with their peers. Staff skilfully used effective questioning to extend children's learning and support their critical thinking. As a result, children consolidated their learning at a pace that was right for them.

Child-centred planning approaches were in the early stages of development. Staff used this to ensure experiences and activities were reflective of children's interests and real-life experiences. A tracking systems supported staff in identifying gaps in children's learning and facilitated the development of meaningful next steps. Observations of children's learning were captured and shared with parents via an online learning platform. Photographs and artwork were stored in children's books and these were freely accessible for children and parents. As a result, children and families were meaningfully included in planning, learning and achievements.

Opportunities to develop language, literacy and numeracy skills were evident throughout play spaces. Children in both the main playroom and the Gaelic medium experienced an environment that was rich in literacy resources, including a range of books, printed letters, printed song, and resources to mark make. Staff supported children to use mathematical language and concepts as they measured volume and height during experiences which sparked their interest. As a result, children were encouraged to learn in a context that was meaningful to them.

Play and learning opportunities were enhanced through engagement with the local and wider community. Some recent examples included; visiting the local care home and enjoying visits with the local Inverclyde Food Network to plant and grow their own vegetables. This supported meaningful community connections that had a positive impact on children, families and the local community.

## How good is our setting?

**5 - Very Good**

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.

### Quality indicator 2.2: Children experience high quality facilities

Spaces for children were bright, well ventilated, clean and homely. The layout of the playrooms had been carefully considered to create spacious zones that invited children into high quality play and learning spaces. Children benefitted from play spaces that were centred around their needs and reflected their current interests. Parents were welcomed into playrooms where children's achievements and aspects of their home lives were displayed and celebrated. This promoted children's ownership of their environment and gave a strong message to children and families that they mattered.

All children were engaged in play, confidently and independently moving around their play spaces. Children had access to a selection of loose parts, natural and open-ended resources indoors and outdoors. This supported children to play and learn in a meaningful environment that stimulated their curiosity, enquiry and creativity.

Children experienced free flow access to the outdoor environment which offered opportunities for exploratory and active play. Staff promoted the positive impact of outdoor play on children's health and well-being. Wetsuits were provided to allow children to enjoy time outdoors in all weather. One parent commented: "The nursery have a free flow outdoors where my child can come and go as they please regardless of the weather which they love as outdoors is their favourite area."

Children benefitted from an environment that was safe and secure. Furniture and resources for children were of a high quality and were well maintained. Children were supported to assess their own risk during play. We observed children being encouraged to think about their choices and the impact on their safety. This enabled children to gain confidence in engaging in risky play experiences whilst keeping themselves safe.

Staff had a clear understanding of infection, prevention and control procedures. Overall, these were implemented effectively. This helped to keep children safe and healthy and minimise any potential spread of infection.

## How good is our leadership?

## 5 - Very Good

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.

### Quality indicator 3.1: Quality assurance and improvement are led well

The management team and staff engaged well in the inspection process. They demonstrated a positive outlook on change and improvement and it was evident they were passionate and committed to providing high quality care for children and families. A clear vision and values were embedded across the service and these were evident in staff's interactions and practice. For example, staff were kind and respectful in their approach with families. One member of staff commented: "I pride myself in the relationships I have with our families. I get to know them from enrolment and continue to build relationships with them throughout their time with us."

Staff understood the importance of actively seeking children and families' views to inform service development and improvements. Children's voices were evident throughout the nursery, including in floorbooks and wall displays. Parents told us they were consulted, with one parent commenting: "Staff regularly ask our opinions about ideas and upcoming events." The management and staff team should continue to meaningfully engage with children and families to support continuous improvement.

Staff were motivated and enthusiastic within their role and spoke positively of the impact their champion roles had on outcomes for children and families. For example, a woodwork programme and home link collaborative working supported staff to develop their own skills, whilst improving outcomes for children. As a result, staff felt empowered which contributed to children and families receiving a high-quality service.

Regular opportunities to meet together as a team supported staff to contribute and share information. 'Positive conversations' between individual staff and the management team gave staff the opportunity to reflect and set goals for the coming year. One member of staff shared: "We have annual positive conversations that allow us to discuss our achievements and how we feel things are going. My deputy and senior provide an open door policy and are approachable that I can go to them if I have any concerns." As a result, staff felt respected and their overall wellbeing was supported.

Self-evaluation and quality assurance processes supported the delivery of high quality care and was underpinned by current best practice guidance. Staff told us there were regular opportunities for them to be involved in evaluating the service, including during in service days. One member of staff shared: "Self-evaluation happens all year round formally and informally. We use self-evaluation processes to identify areas for improvement and areas that are going well." As a result, all staff felt valued and listened to.

An improvement plan was in place which outlined the current improvement priorities with specific targets and clear focus areas. We saw evidence of the positive impact the improvement plan had in practice. A collaborative ethos and strong leadership supported staff to have high aspirations and confidence in their abilities, contributing to positive outcomes for children and families.

### How good is our staff team?

**5 - Very Good**

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.

#### Quality indicator 4.3: Staff deployment

The staff team were welcoming and caring. Relationships with families were valued and all staff knew children and families well and were committed to providing a positive, inclusive experience for all. One parent commented: "Staff are welcoming and approachable and make the effort to have a chat with me everyday, checking in on not only my child, but me too." This contributed to a respectful ethos for children and families.

The management team understood the importance of ensuring the service was appropriately staffed throughout the day. Staff communicated very well throughout the inspection, ensuring effective supervision for children at all times. They were responsive to children's individual wishes and moved fluidly between the indoor and outdoor environment to ensure ratios continued to be adhered to. As a result, children were kept safe.

Staff were highly skilled in ensuring positive outcomes for children throughout the day. A very good mix of skills, knowledge and experience resulted in children experiencing a variety of play and learning opportunities and quality interactions. Regular opportunities to engage in professional development supported staff to enhance their knowledge and skills. Staff told us they were encouraged to reflect and share examples of best practice across the team. As a result, children were cared for by a highly motivated staff team who were skilled in their roles.

The management team had a supportive presence within the playrooms and were available to cover during times of planned or unplanned absences. It was evident that children were comfortable and familiar with the management team. As a result, children felt safe and were cared for by staff that knew them well.

All staff told us they felt professionally and personally supported by the management team and their colleagues. One member of staff commented: "I feel extremely comfortable discussing my well-being and any issues I may have with my leadership team. I feel I am always supported." This contributed to a supportive environment where staff felt valued and listened to.

## 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

How good is our care, play and learning?	5 - Very Good
1.1 Nurturing care and support	5 - Very 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?	5 - Very Good
3.1 Quality assurance and improvement are led well	5 - Very 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](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.