

Troon Early Years Centre Day Care of Children

37 Barassie Street
Troon
KA10 6LX

Telephone: 01292 690 069

Type of inspection:
Unannounced

Completed on:
11 June 2025

Service provided by:
South Ayrshire Council

Service provider number:
SP2003003269

Service no:
CS2003016131

About the service

South Ayrshire Council is the provider of this service. The nursery is located within the Troon Primary School campus in the town of Troon. The primary school head teacher has overall responsibility for the management of the nursery. The head teacher shares responsibility for the day-to-day running of the nursery with the lead early years worker and an experienced staff team. The nursery can provide a care service to a maximum of 40 children aged three years and over.

Children were cared for in a separate building within the school playground. There was one playroom with direct access to toilets and nappy changing facilities. There is a small outdoor play space to the front which is directly accessible from the building.

On the day of the inspection visit there were 34 children present and seven staff.

About the inspection

This was an unannounced inspection which took place on 10 and 11 June 2025 between 09:30 and 16:00. We gave feedback to the service onsite on 11 June 2025. The inspection was carried out by one inspector from the Care Inspectorate.

To prepare for the inspection we reviewed information about this service. This included registration information, information submitted by the service, and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- Observed and spoke with children using the service
- Sent out a family questionnaire and received eleven responses
- Sent out staff surveys and received ten responses
- 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 were supported to feel happy, confident, safe and secure by a professional staff team, who knew the principles of nurture well.
- Staff had high aspirations for children, their love and support was having a positive impact on children's wellbeing and emotional health.
- Children were having fun with their friends and were engaged in their play, with the resources available to them.
- The management team and staff were passionate, enthusiastic and committed to improving outcomes for all children.
- Staff were supported by a management team that knew them well. Staff strengths were well fostered.
- The service is in the early process of relocation to a new Early Years Centre within close walking distance of the existing service. The management team were highly involved in all aspects of the relocation process.

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?	4 - 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

Quality Indicator 1.1: Nurturing Care and Support

We found significant strengths in the care provided, which supported positive outcomes for children.

Children were cared for by a warm and nurturing staff team who knew them and their families well. Staff worked closely with parents to support children's development and enjoyment. Children were happy, confident, and clearly trusted staff, which helped them feel safe and secure. Parents shared positive feedback, highlighting the strong relationships and support they received from staff.

Respectful and caring interactions were observed between staff and children, and among children themselves. Older siblings from the school were seen comforting younger children, which contributed to a sense of security and belonging. Children had a 'magic moment' book celebrating achievements at home. Each child had a personal plan developed with their family, reflecting their individual needs, routines, and preferences. Staff used these plans effectively to support children's health and wellbeing.

Staff recognised when children needed additional support and worked well with other professionals to ensure timely and appropriate care. Transitions were well managed, with relevant information gathered to support each child's move. This led to positive outcomes for children and families.

Children's medical needs were well managed. Staff were aware of allergies and conditions, and medication was stored and administered safely. Staff had completed EPI pen training, further supporting children's health.

Children's emotional wellbeing was supported through some sleep and rest arrangements. Children would benefit from rest and relaxation areas being enriched and enhanced, this would continue to ensure staff were responsive to individual needs.

Children received a warm lunch daily. On the days of inspection, the normal lunchroom was not available therefore the children had lunch in the school hall. The environment was busy and less nurturing than the usual space. Staff were task-focused, limiting opportunities for interaction and independence. The manager planned to review this to enhance the lunchtime experience, in order that children experience positive lunch time outcomes. We saw that this had improved on the second day of inspection.

Quality Indicator 1.3: Play and learning

We found significant strengths in the play and learning experiences provided, which supported positive outcomes for children.

Children were engaged and having fun through a wide variety of play experiences. They had regular opportunities to lead their own play, which supported their development and wellbeing. Staff responded well to children's interests and were skilled in knowing when to step in or step back, encouraging curiosity and independence. This responsive approach helped children feel valued and supported.

The environment was well resourced and thoughtfully arranged to promote learning. Resources encouraged creativity, problem-solving, language, numeracy, and imagination. For example, long discussions took place

between a group of children about flavours, shapes and prices for selling cupcakes they were making. We saw lovely examples of 'helicopter' stories that supported early writing and language development. Loose parts were used effectively across indoors and outdoors environments to spark inquiry and exploration.

Outdoor play was a highlight for many children. They enjoyed physical activity and explored the natural environment with enthusiasm. We observed children climbing, balancing, and sliding safely on large equipment. Staff supported learning through meaningful conversations, such as discussing the wind blowing down towers children had built and linking this to recent storm in the locality. Books and open-ended questions helped deepen children's understanding, showing how staff used interests to extend learning.

Planning approaches were child-centred and responsive. Observation books captured learning and included children's voices, photographs, and links to the curriculum and children's rights. These supported staff in tracking progress and allowed children to revisit and build on their learning.

Staff used the online learning journals to document and share individual learning with families. Professional learning had taken place to strengthen staff knowledge of play-based and evidence-informed approaches. Recent observations did not always include analysis of children's learning. We discussed with management how adding next steps and possible lines of development to individual journals could further support tracking of progress over time.

How good is our setting?

4 - Good

Quality Indicator 2.2: Children experience high quality facilities

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

Although an old building, children benefitted from a clean, bright, and well-ventilated room that was safe and well maintained. School janitors and cleaners supported the upkeep of the building, with maintenance carried out when required. This ensured a good standard of cleanliness and safety across the setting. Plans were in place for Troon Early Years Centre to relocate to the local library nearby in the next twelve months.

The environment was welcoming and spacious, offering a range of play and learning opportunities. Children would benefit from resources being enhanced and enriched, for example, mud and water available in the mud kitchen, with recipes and items to extend play and learning. The layout of furniture and resources allowed children to make independent choices of the resources available to them. Creativity and engagement would be further encouraged through a sensitive re-refresh of resources across the indoor and outdoor environments. Infection prevention measures were in place, with appropriate handwashing facilities. Staff and children followed effective hand hygiene routines, contributing to children's health and wellbeing.

Children had direct access to the small outdoor area. Staff had developed a confident and flexible approach to free-flow play, allowing children to move safely between indoors and outdoors. Staff remained vigilant and ensured children were accounted for at all times. This ensured children's safety.

Children's artwork and photographs were proudly displayed throughout the setting. These displays celebrated achievements and kept families informed about children's experiences. The service made good use of local amenities, accessing nearby beaches, parks and shops, ensuring children felt a part of their local community.

How good is our leadership?

5 - Very Good

We found significant strengths in how the service was led and how this supported positive outcomes for children. These strengths clearly outweighed any areas for improvement.

The service was led by a motivated and committed management team, including the head teacher and depute manager. They demonstrated a strong commitment to continuous improvement and worked hard to involve staff, children, and families in the process. Reflective monitoring and self-evaluation had taken place and were shared with the wider community. A creative display of planned improvements helped engage children and families in the service's journey. Staff peer support was evident, staff were keen to compliment each other and encouraged a positive team ethos.

The team had developed a dedicated improvement plan for the Troon Early Years Centre. This focused approach made the plan relevant and achievable. As a result, staff were highly engaged and positive about the improvement journey, which led to quality experiences and outcomes for children and families.

Parents were valued as partners in the life of the setting. Feedback showed they felt involved in shaping the service. They appreciated opportunities to share ideas through questionnaires, stay-and-play sessions, and daily chats. Parents also praised the welcoming and homely environment created.

Children's rights were promoted throughout the setting. Staff listened carefully to children and supported their ideas for learning. The staff had a 'someone special is in the box' containing a mirror, this increased children's self-esteem and confidence. Children's voices were clearly reflected in the early years centre, which assisted their learning and helped plan future experiences.

How good is our staff team?

5 - Very Good

We found significant strengths in staff deployment and how this supported positive outcomes for children.

Throughout our inspection, staffing levels consistently met required ratios and supported the individual needs of children. The management team took proactive steps to ensure the service was appropriately staffed, recognising the importance of this for children's health, safety, and wellbeing.

Staff deployment was well planned to provide consistent care. Shifts and breaks were organised to ensure key staff were available when children required them. The service had ensured children's experiences of the day were conveyed to parents, either through pick up time chats or online learning journal contact. This allowed parents to communicate with their child's keyworker, helping to build strong relationships between staff and families.

Children were cared for by a professional, caring, and committed team. Staff brought a wide range of skills and experiences, which helped them work effectively together to meet children's needs. Interactions between staff, children, and parents were warm, respectful, and supportive.

Parents spoke highly of the staff team. They appreciated the genuine care shown and the strong relationships built over time. Comments included:

"Staff are genuinely lovely and caring. I feel confident my children are safe, happy, and learning every day."

"They know each child, and their family, which I think is great."

The head teacher knew the team very well and supported their development through regular supervision and annual reviews. These sessions provided opportunities for staff to reflect on their practice, identify areas

for growth, and check in on wellbeing. Staff felt well supported, and this contributed to a positive team ethos.

The supportive and respectful culture within the team helped create an emotionally secure environment for children and families. Staff morale was high, and this was reflected in the quality of care and interactions observed throughout the setting.

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?	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?	4 - Good
2.2 Children experience high quality facilities	4 - 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

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 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.