

# Lumphinnans Primary & Community School Nursery Day Care of Children

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Cowdenbeath  
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**Type of inspection:**  
Unannounced

**Completed on:**  
13 November 2024

**Service provided by:**  
Fife Council

**Service provider number:**  
SP2004005267

**Service no:**  
CS2003015938

## About the service

Lumphinnans Primary and Community School Nursery is located in the village of Lumphinnans, close to the town of Cowdenbeath, Fife. It is close to a range of local amenities such as shops, a sports hub and transport links.

The service is registered to provide a daycare of children service to a maximum of 30 children from the age of three to their entry to primary school. The spaces registered for providing care to children are as follows:

- the nursery class
- gym hall
- nursery cloakroom and toilets
- toilets for disabled persons
- the community lounge
- the outdoor area at the rear of the building when safe and hazard free.

## About the inspection

This was an unannounced inspection which took place on Tuesday 12 and Wednesday 13 November 2024. 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:

- spent time with 22 children
- received feedback from 12 of their family members
- spoke with nine staff and the leadership team
- observed practice and daily life
- reviewed documents.

**Key messages**

- Children experienced warm and nurturing care and support from staff who responded sensitively to their needs, rights and choices.
- Children's personal plans were ensuring children remained safe, healthy and achieving and we encouraged staff to consider how they can include children and families in this plan in future.
- Children enjoyed a good range of play and learning experiences that were mostly meaningful and interesting, as well as helping them to develop skills for life.
- Children played in a mostly safe, clean and well-maintained setting and there were plans in place to make positive changes to the premises that would improve children's experiences.
- We encouraged leaders and staff to build on the good quality assurance and self-evaluation practices in place so that they build on their professional leadership capacity across the team.
- Staff worked well as a team to meet children's needs, rights and choices across their daily routines and some aspects could be improved so children are accounted for at all times.

**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?	4 - Good
How good is our leadership?	4 - Good
How good is our staff team?	4 - 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

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

### Quality indicator 1.1: Nurturing care and support

Children enjoyed kind, warm and nurturing care and support because staff had positive relationships with them. Staff responded sensitively to children's actions, emotions and words almost all of the time. For example, when children became upset or distressed, staff offered comfort and cuddles to reassure them and help them feel safe and secure. Children were also encouraged to develop a positive sense of self, learning how to care for themselves with the guidance of staff. This included cleaning their faces after mealtimes and changing clothes when they were uncomfortable. As a result, children's confidence and self-esteem were promoted. Families told us that they also had strong and positive relationships with staff which were based on trust and respect. One parent said, "The staff are excellent. They nurture and care for the children amazingly and have great relationships with parents. Very approachable." Staff welcomed families warmly each day and there were strong connections between staff, children and families that supported an inclusive, respectful and nurturing environment for children to enjoy their care, play and learning experiences.

Each child had a personal plan which helped staff to meet their needs and respect their choices. Children's health and medical needs were carefully considered by staff. There were simple and effective systems in place to ensure everyone understood how to keep children safe and healthy. Where children needed some additional support to achieve their potential, tailored strategies were being implemented consistently by staff to meet their needs. Staff worked closely with other professionals to develop these plans and provide the right support at the right time. Some families had been included in developing their child's personal plan. A few families wanted to know more about their child's progress and development. We encouraged staff and leaders to fully include children and families in planning for their own care, play and learning and consistently record this in their plans.

Almost all children enjoyed relaxed, unhurried and social mealtime experiences. They were encouraged to be independent, serving their own food and drinks and clearing away their own dishes. Snack choices were healthy and nutritious and some children told us that they liked the lunches they were given at nursery. Staff sat with children at mealtimes which provided an opportunity to have warm and genuine conversations with some children. Staff could now consider how they encourage all children to feel included in the social side of mealtimes. In addition, new nutritional guidance has recently been launched by Scottish Government to support settings who provide meals and snacks. We encouraged staff to explore this new guidance and begin implementing this, including when supporting families who provide packed lunches. This will ensure children are encouraged to be healthy and develop positive relationships with food.

### Quality indicator 1.3: Play and learning

Children enjoyed a good range of play and learning experiences indoors and outdoors and families told us they were mostly happy with the opportunities children had. Children were able to lead their own play throughout the day and staff supported them to explore their own interests. They were confident and independent when choosing their play and learning. This meant their play was meaningful, interesting and helped them to feel good.

There was a strong sense that the nursery was owned by the children and was planned to meet their needs and choices. Staff were developing their skills in extending and enhancing children's play and learning. They were respectful of children when joining in their play, getting down to their level and responding to their verbal requests. We encouraged staff to continue developing how they respond to children's actions and emotions as well as their words so that their non-verbal communication is fully respected as part of their play and learning. This will further promote a rights-based approach that respects children's right to be heard.

Children played in a calm and settled environment where their interests were considered by staff when planning play and learning. Staff responded to children's changing needs and interests, recognising when they could offer more depth and challenge in some of their experiences. Children were encouraged to be creative and use their imagination through play. They also enjoyed several opportunities to sing nursery rhymes, play musical instruments and enjoy language through books and puppets. This supported children to develop early literacy skills. Staff had recently been working to improve how they planned children's play and learning. We encouraged staff to continue developing their child-centred approaches to planning and consistently provide stimulating, exciting and challenging experiences that help children achieve their full potential. This includes how staff skilfully observe and interact with children in ways that extend their thinking, widen their skills and consolidate their learning through play.

## How good is our setting?

4 - Good

We made an evaluation of **good** for this key question, where we identified strengths and some improvements would maximise children's wellbeing.

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

Staff had created a welcoming indoor setting with plenty of natural light, including the cloakroom which was personalised to each individual child. One parent told us, "My child is so comfortable in her surroundings and that is all down to the staff, everyone is welcomed and made to feel safe." The playroom was spacious and well-structured to provide a good range of play experiences. There were appropriate resources available in some areas which were well looked after. For example, children enjoyed playing creatively in the building area for extended periods of time both on their own and in groups. We discussed how the range of resources could be improved so all parts of the setting offer creative and stimulating experiences. This will help capture children's interests, keeping them excited and engaged in their play and learning.

The outdoor space was beginning to provide some fun and stimulating play experiences in a variety of areas which the children used to paint, test ideas and enjoy some physical play. As a result, children were having fun, while developing literacy and numeracy skills. For example, some children were measuring the outline of their body with chalks and measuring tape, while others enjoyed practicing with some tools at the woodwork bench. Staff were planning to improve the outdoor play space and children were being involved in this. We encouraged staff to carefully consider how they assess risks, identify potential hazards and plan the space to meet children's needs, rights and choices. Including children in this risk assessment would help them to develop skills for life and to feel ownership of their play. It would also ensure that children remain safe and healthy, while experiencing positive risks. We also encouraged the team to consider how they could develop a more convenient outdoor space for personal care routines so that children's privacy and dignity is well planned for.

Children enjoyed a generally clean play space where the risk of the spread of infection was reduced. Staff encouraged children to wash their hands and tidy their own resources. We found a few areas where cleanliness could be improved, for example, cleaning food debris from the floor during and after snack times. We asked staff to be vigilant so the premises are fully clean and the risk of the spread of infection is reduced.

Staff responded quickly when equipment was broken, damaged or unsafe. This helped to keep children safe and healthy. There had been some investment in improving the premises, for example, paintwork had been refreshed and the flooring had been replaced. A few spaces in the premises would benefit from further maintenance or refurbishment. There were plans in place for the playroom kitchen and toilets to be refurbished. We agree that this would improve children's experiences, promoting their health and safety.

Staff carefully considered how to keep children safe throughout the day. For example, they developed routines and practices to make sure children were accounted for almost all of the time. Overall, risk assessments were detailed and effectively identified both benefits and control measures. As a result, children could decide when they wanted to spend time outdoors and when to go back inside, challenging their abilities and taking calculated risks in a safe environment. While measures were in place to minimise the risk of children leaving the premises or accessing spaces unsupervised, we encouraged leaders to consider how some risks could be mitigated further by reviewing the security of some entrance and exit points.

## How good is our leadership?

4 - Good

We found important strengths that clearly outweighed areas for improvement in this key question. This contributed to positive outcomes for children and, therefore, we made an evaluation of **good**.

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

Leaders and staff were committed to developing the service to promote positive outcomes for children. Leaders were confident when planning and implementing improvements to children's experiences by managing change effectively, at a pace that was right for children, families and staff. Staff had a clear vision for the setting, which had been developed with children and their families. There was a collaborative learning culture across the team and staff had clear roles and responsibilities. This helped to build their confidence and gave them opportunities to lead on new developments. We encouraged leaders to develop a more structured and formalised package of support for both new and experienced staff. This will support them to develop as professionals and build their capacity as leaders.

Children's voices were captured in floor books and displays and some children and their families had been included in reviewing the quality of their experience. As a result, children and their families were respected and valued, enjoying a positive sense of belonging in the setting. One parent told us, "I would love the opportunity for more family engagement, I love seeing what my child gets up to in nursery and the sessions staff provide are great." We asked leaders to consider how they could use the views and opinions of children and families more meaningfully to influence change across the service.

Staff effectively reviewed some aspects of the service such as medication, accidents and incidents to ensure they were in line with best practice. These quality assurance activities ensured that children remained safe and healthy. Other quality assurance tools, such as monitoring of children's learning and evaluation of family learning, were helping to improve the quality of children's experiences.

Staff told us they had been encouraged to look outwards, visiting other settings to get new ideas and make changes that would support children's development. We encouraged leaders to continue building on their quality assurance and self-evaluation processes so they can proactively identify strengths and areas for development. This could include more focussed, constructive feedback on staff practice and interactions that offer children high quality care, play and learning.

## How good is our staff team?

4 - Good

We evaluated this key question as **good**, where performance impacted positively on children's outcomes and this outweighed areas for improvement.

### Quality indicator 4.3: Staff deployment

Staff were committed and dedicated to fulfilling their roles and responsibilities as a team, so that children enjoyed good quality care, play and learning. They had worked together to plan their daily routines so that children enjoyed a smooth, consistent and calm experience. They prioritised spending quality time with children and families, building positive relationships and getting to know them well. This created a trusting, respectful and inclusive space for everyone. Families were very happy with the relationships they had built with staff. One parent said, "I never feel that staff are too busy, they always make time for me or my child." By encouraging children to be independent in some tasks, staff helped them to develop skills for life while also maximising their time to encourage rich discussions in play. Staff also had time away from children each day so that they could share information about children and work together to develop and improve practice. This contributed to the good quality of experiences that promoted positive outcomes for children.

Children were well-supervised most of the time because staff carefully considered where they needed to be during the day. They communicated with each other so they could respond to children's needs and interests, ensuring that children's personal care needs were being met while also providing a range of play and learning experiences. Staff shared relevant information quickly so that everyone understood how to keep children safe, healthy and achieving. Staff were flexible in their approach and considered whose skills and experience were needed at any given time. Staffing had been planned to take into account the layout of the premises and children's needs. For example, the number of staff available meant that children had access to outdoor play throughout the session. This staffing model also meant that children enjoyed a tailored approach to their care, play and learning. To further improve children's experiences, we encouraged staff to review how they deploy themselves when children are collected from nursery and in the more open spaces in the school. This will ensure children are well-supervised and accounted for at all times, keeping them safe and healthy.

New and temporary staff were provided with relevant and important information so they could meet children's needs, rights and choices as soon as possible. A number of new staff had started over the last couple of years and leaders had been reviewing and developing their induction process as a result. We discussed ways that staff could be further supported when starting in the service, including providing all new staff with a mentor and implementing a formal programme for offering them feedback on practice. Staff agreed that this would be supportive and were happy to be included in reviewing and evaluating the process for colleagues who may join in the future.

## 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?	4 - Good
1.1 Nurturing care and support	4 - Good
1.3 Play and learning	4 - Good
How good is our setting?	4 - Good
2.2 Children experience high quality facilities	4 - 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?	4 - Good
4.3 Staff deployment	4 - Good

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