

# Pittenweem Primary School Nursery Day Care of Children

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**Type of inspection:**  
Unannounced

**Completed on:**  
13 December 2024

**Service provided by:**  
Fife Council

**Service provider number:**  
SP2004005267

**Service no:**  
CS2003015889

## About the service

Pittenweem Primary School Nursery is registered to provide a day care of children service to a maximum of thirty children aged three to an age to attend primary school. The children have access to a dedicated playroom within the primary school with their own access and garden area. The school is located centrally within the village of Pittenweem in the East Neuk of Fife and close to amenities such as the library, shops and the beach.

## About the inspection

This was an unannounced inspection which took place on Thursday 5th December 2024 from 08:45 to 16:00 and Friday 6th December 2024 09:00 to 13:30. 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 previous inspection findings, registration information, information submitted by the service and information gathered since the last inspection.

In making our evaluations of the service we:

- spent time with six children and four family members.
- spoke with five staff and management.
- observed practice and daily life.
- reviewed documents

## Key messages

- Children experienced high quality care and support from staff who knew them very well.
- Children were confident in leading their own learning.
- Staff were committed to ensuring children experienced high quality experiences and outcomes.
- Staff effectively planned for children's learning through a responsive and child led approach.
- Displays celebrated children's achievements and successes and demonstrated that children were at the heart of the service by sharing photographs of their achievements in play and learning.
- The service was well led by the manager, and this was further enhanced with support from the peripatetic nursery teacher and early years development officer.

## 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 made an evaluation of **very good** for this key question. There was a culture of continuous improvement that did not require significant adjustment to ensure positive outcomes and experiences for children.

### Quality indicator 1.1: Nurturing care and support

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children. Therefore, we evaluated this quality indicator as **very good**.

Children experienced high quality care and support from staff who knew them very well. Staff were extremely welcoming; they greeted children and families with a smile and interacted with them in a meaningful way. For example, staff positioned themselves at children's level and used a calm and nurturing voice. This caring and respectful approach supported children's emotional wellbeing.

Children's rights were embedded in practice. Staff consistently spoke with children in a respectful manner that demonstrated they valued their right to play. For example, the staff developed an Octopus character to help children understand their rights in relation to The United Nations Convention on the Right of the Child. Staff listened to the children's voice as they made choices and decisions about their play. This demonstrated that children's wishes and rights were valued. As a result children were aware of their rights in a meaningful way.

Personal plans reflected children's health and wellbeing. These contained the important information to support staff to meet children's individual needs. Families participated in the development of these documents which were regularly reviewed to reflect progress, achievements or changes in children's lives. What was important to each child was at the heart of the personal plans. Where children required additional support, individual plans with identified strategies and support were in place. The whole team regularly reviewed these to ensure that everyone was getting it right for every child.

Mealtimes were relaxed and unhurried. We observed children talking to friends and laughing. This promoted a sociable lunchtime routine. During lunch children had some opportunity to develop independence by selecting their plates, cups and choose from the salad bar. All children were invited to sit down for lunch together. To further enhance this experience, consideration around a rolling lunch and providing opportunities for more self-serve, for example serving their own lunch. This will continue to promote independence and life skills.

### Quality indicator 1.3: Play and learning.

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children. Therefore, we evaluated this quality indicator as **very good**.

Children experienced rich, stimulating, and interesting learning environments. They had access to high quality play and learning experiences and an extensive range of natural, and open-ended resources to spark curiosity and creativity. This nurtured children's imagination and sense of wonder. Children were confident in leading their own learning. The writing area and the story space were very popular areas , adults positioned themselves to support children with writing and reading stories.

Staff effectively planned for children's learning through a responsive and child led approach. Staff reflected upon recent changes to the planning cycle which were positive. The planning in place was responsive and covered areas such as parental involvement and improvement planning. This approach enabled all aspects of the setting to evolve and develop. Effective reviews of planning demonstrated a culture of reflection and this was improving outcomes for all children.

Children's learning and development were consistently recorded, monitored and tracked to establish individual progress. Observations of play and learning were recorded within the personal learning journeys; these were developing, and the use of learning language was beginning to be embedded. Next steps were personalised for each child, some of these were relevant and easily tracked within the personal learning journey. For some children next steps needed to be further developed to be more clearly measurable and achievable. Effective reviews of observations of children and next steps in learning enabled staff to be reflective in their approach.

## How good is our setting?

**5 - Very Good**

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

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children. Therefore, we evaluated this quality indicator as **very good**.

The service was warm, welcoming, and inviting. There was a strong ethos of inclusion where children and families were valued, respected, and included. Staff were committed to ensuring children experienced high quality experiences and outcomes.

The playroom was warm and decorated in natural colours. Soft lighting created a calm and cosy environment. Displays around the room demonstrated that children were at the heart of the service by sharing photographs of their achievements and successes in play and learning. Play spaces were accessible for all children and enabled them to move freely between the indoors and outdoors. Each area was well defined and resourced to promote children's creativity and curiosity. As a result, children were engaged in their play and learning.

The service had systems in place to support staff to conduct daily health and safety checks of the spaces effectively, which ensured risks were identified and removed promptly. Infection prevention and control procedures were generally well managed by the team. Children and staff washed their hands at key times of the day, this was embedded into daily routines. Staff supported children to develop independence in self-help skills and personal care. As a result, children's health and wellbeing was promoted.

Effective processes were in place to promote children's safety. Risk assessments were regularly reviewed and updated by staff. Children helped to risk assess using the Care Inspectorate's "SIMOA" (Safe, Inspect, Monitor, Observe and Act) elephant to keep themselves safe whilst in the nursery and out in the local community. Staff used reflective questioning around SIMOA when discussing risks with children, for example "What would SIMOA think, is that safe?". This meant that children were developing their skills and understanding of aspects of safety.

## How good is our leadership?

**5 - Very Good**

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

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children. Therefore, we evaluated this quality indicator as **very good**.

The whole team were committed to delivering a high-quality service for children and families. This was well led by the manager and was further enhanced with support from the peripatetic nursery teacher and early years development officer. The team had developed a strong ethos of enhancing the quality of experiences and this promoted high aspirations for children.

A key priority of the service was reviewing and updating the vision, values and aims for the setting. A detailed plan had been implemented to ensure families, children and staff were consulted around the reviewing of these. The team had considered ways to gain the views and opinions of the families and children attending, to enhance experiences and opportunities. They used questionnaires and comments from feedback during family learning sessions.

Effective systems were in place to monitor the quality of the service. This included auditing of play experiences, tracking children's progress and obtaining views from families. The management team and staff team routinely reflected on their practice, using various methods of self-evaluation which then led into the overall improvement plan for the setting. The whole team knew the services strengths and areas for further improvement and were fully committed to achieving these. This meant that children and families experienced a service that promoted high quality care and learning through improvement.

The service had quality assurance systems in place that meant regular checks were carried out across the setting. This included reviewing of personal plans and accidents, and incidents. Evidence of this monitoring had been shared with the team and the use of reflective questioning demonstrating an ethos of continuous improvement.

## How good is our staff team?

**5 - Very Good**

### Quality indicator 4.3: Staff deployment

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children. Therefore, we evaluated this quality indicator as **very good**.

During the inspection, we found that effective deployment of staff within the setting meant that children's individual needs were being met. To ensure continuity of care during busy periods, for example over lunch time, the management team supported staff and children. This ensured that children were supported in their play and learning by adults they knew well and trusted.

All staff had a kind, caring and nurturing approach. Their skilled interactions and understanding of children's individual needs were demonstrated throughout the inspection. Staff were committed to supporting families and had embedded a calm, warm and inclusive environment, which ensured that children's care, play and learning needs were met. This meant that all children felt valued, safe, and secure.

All staff had taken on leadership roles to develop specific areas of the environment. For example, developing digital technologies, enhancing literacy and numeracy opportunities and family engagement. This linked with the overall improvement plan. All staff were confident about their roles and were able to reflect on how their commitment and hard work had benefitted children. Displays around the nursery celebrated achievements and shared progress with families.

There was a strong ethos and culture of teamwork and a shared commitment to the overall quality of the service. Staff reflected on their continued professional development and told us they were supported in this by management. The staff engaged in a range of professional learning activities that developed further knowledge and skills, for example attending an external course around technology in early years. Staff reflected on training opportunities and shared experiences with colleagues. This promoted a culture of continuous improvement, whilst ensuring children were at the centre of any changes.

## 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



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