

# Newport Primary School Nursery Day Care of Children

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**Type of inspection:**  
Unannounced

**Completed on:**  
14 January 2025

**Service provided by:**  
Fife Council

**Service provider number:**  
SP2004005267

**Service no:**  
CS2003015877

## About the service

Newport Primary School Nursery is registered to provide a day care of children service to a maximum of **24** 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 near to Dundee and has good access to public transport links and local amenities.

## About the inspection

This was an unannounced inspection which took place on Monday 13 January 2025 from 09:30 to 16:30 and Tuesday 14 January 2025 from 10:00 to 12:30. 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 five children and three family members.
- spoke with eight staff and management.
- observed practice and daily life.
- reviewed documents.

## Key messages

- Children were happy, confident, and highly engaged in play.
- Staff valued the children's voice and sensitively listened to their requests, which told us that their views and opinions mattered.
- Children benefited from uninterrupted play, allowing them to become absorbed in what they were doing.
- All staff were skilled in using open-ended questions to extend learning.
- Children's artwork, photographs and writing were on display throughout the nursery giving a strong message to children that they mattered and that their creations were important and valued.
- Children, staff, and families were meaningfully involved and influenced change within the setting.
- All staff were confident about their roles and were able to reflect on how their commitment and hard work had benefitted children.

## 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 quality indicator as very good

### Quality indicator 1.1: Nurturing care and support

Children were happy, confident, and highly engaged in play. They experienced warm, caring, and nurturing approaches from staff who knew them well. Parents told us they had a strong connection with the staff caring for their children. One parent said, "Staff are approachable and friendly, they know my child very well and welcome us into the service each session." As a result, children were engaged, happy and well supported.

Staff confidently discussed individual children, their needs and the strategies to support them, as a result this supported children to access provision. An overview of children's care needs, strategies and next steps had been created which meant that staff were consistently using the right strategies to effectively support children. Each child attending the service had a personal plan. These were completed routinely and reviewed in partnership with parents to ensure that they reflected children's current needs. When a child had a shared placement, the setting had also included other services such as child minders and other ELC provisions when reviewing the needs of the child. As a result, children experienced a collaborative approach to their care and development.

Staff valued the children's voice and sensitively listened to their requests, which told us that their views and opinions mattered. Children were effectively supported through thoughtful interactions, which contributed to their sense of security and promoted their overall wellbeing. We observed staff who skilfully provided reassurance, praised children, and offered support, for examples cuddles when needed. This resulted in children who had formed strong and trusting relationships with staff, which developed their sense of worth and enabled them to thrive.

Snack and lunchtimes were relaxed, sociable and unhurried. Children were supported to develop important independence skills and were encouraged to self-serve at snack time. Staff had reflected upon the lunch time experience and looked at ways of developing this, we offered some suggestions on how this can be developed further to promote more opportunities for independence during lunch time. Staff were supportive of children who required some assistance. This promoted children's confidence. The team sat with the children during mealtimes which provided opportunities to form and maintain relationships.

### Quality indicator 1.3: Play and learning.

Children were happy, engaged and having fun, they led their own play and were able to choose freely. Children benefited from uninterrupted play, allowing them to become absorbed in what they were doing. As a result of high levels of engagement, children were confident in reflecting with staff about their learning achievements and what they would like to know next.

Planning approaches were child-centred and followed children's interests. There was a balance of intentional and spontaneous learning. The learning wall was used to capture children's interests, including what they had learned. Staff encouraged children to talk about their learning and what they wanted to know more about next. The learning wall contained a great amount of information from what children wanted to

learn, including learning from home, children's voice and ideas and children's writing. This ensured that learning conversations were meaningful to children.

Children's learning was effectively captured in a variety of ways which highlighted significant events, progression, and achievements. These were shared with parents through personal learning journeys and seesaw, an online platform. Parents actively contributed by sharing experiences from home which influenced and informed future planning within the setting. Effective tracking of progress ensured that all children were supported on an individual basis. As well as development trackers there was a focus on emotional wellbeing. This measured children's progress levels and enabled staff to place further strategies in place if required. As a result, they progressed at a pace that was right for them.

Staff interactions were calm and encouraging. During discussions with children, staff adapted their pace. This helped support children's understanding and promoted language development. All staff were skilled in using open-ended questions to extend learning. For example, when a child was inquisitive about their eye colour, staff used questions "You have blue eyes, I wonder what colour of eyes your friends have?" These skilful interactions empowered children to develop critical thinking and to be creative.

## 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 key question as very good.

Children and families benefitted from a warm and welcoming environment. Cosy areas combined with natural resources and calm tones, helped to create a relaxing atmosphere. Children's artwork, photographs and writing were on display throughout the nursery giving a strong message to children that they mattered and that their creations were important and valued. Free flow access to the outdoors meant children could make choices of where they wanted to play and were confident in leading their own learning.

The playroom was clean, tidy, and uncluttered. Quiet spaces were available to support children's well-being, for example cosy areas and a covered den. These helped children to relax and self-regulate. Children had access to a range of resources that were well organised and encouraged exploration and fun. There was ample space to extend their learning and interests with their chosen activities, for example a child using the woodwork bench, freely moved on with their creation into the art area. Staff told us they continually reflected on how the areas within the playroom are used and made changes to suit the changing interests and needs of children.

The outdoor play environment was accessible throughout the session. Staff confidently reflected upon the importance of outdoor play for children and how this had a positive impact on children's mental health. The outdoor area had recently been extended to enable children to use wheeled equipment more freely. Further development of the outdoor area would encourage all aspects of children's learning and development. Staff spoke highly of their forest experience, speaking about the location, the experiences on offer such as fire to cook snacks with the children. This meant that children were well supported to develop life skills.

Children benefitted from opportunities to develop their awareness of risk in their play, for example using loose parts such as wooden blocks, then jumping off. Children were confident to ask staff for help when faced with challenges. Staff skilfully supported children to understand and make decisions about their outdoor play experiences. This approach encouraged children to develop an awareness of how to keep

themselves and others safe.

Staff demonstrated a very good understanding of infection prevention and control procedures. Staff facilitated reflective supervision of hand washing. Children were encouraged and supported to do this independently before mealtimes and after toileting and personal care. This supported staff and children to minimise potential risks of infection and helped to create a safe environment.

## 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 key question 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 principal teacher and was further enhanced with support from the peripatetic nursery teacher. The team had developed a strong ethos of enhancing the quality of experiences and this promoted high aspirations for children.

The leadership team promoted a shared vision for the setting which kept the children, staff, families, and wider community at the heart of any decision making. Ongoing self-evaluation enabled the setting to identify what is working well and helped to inform future planning. Through planned meetings the staff reflected well together and used these reflections to bring about positive change to outcomes for children and families.

Quality assurance systems were well organised and supported ongoing improvement. Practices were regularly monitored and were reflected upon by the whole team. Regular meetings with the teacher gave staff opportunities to talk about achievements, discuss individual children's needs and development. Monitoring processes such as audits and the use of data gathering informed further improvement. A positive ethos and a culture of continuous improvement had been embraced and resulted in high quality outcomes for children.

Children, staff, and families were meaningfully involved and influenced change within the setting. The team used various methods to gain feedback from families which helped to evaluate the setting, this included the use of Microsoft forms and "Quick Questions." This meant that children benefitted from staff and management who valued people's views and used these effectively to develop the service.

## 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 key question as very good.

Children benefited from a passionate and nurturing staff team that knew them and their families well. Staff had clearly defined roles and responsibilities and communicated very well. There was a wealth of knowledge, skills, and experience across the setting. Staff were respectful and supportive of each other. The whole team were warm, caring, and sensitive in their approach and demonstrated positive teamwork. This promoted a happy and secure environment for children.

All staff had taken on effective leadership roles to develop specific areas in line with the nursery improvement plan. For example, leading PEEP parenting groups, Bookbug and Play on Pedals which promoted further opportunities for literacy, numeracy, and family engagement. All staff were confident about their roles and were able to reflect on how their commitment and hard work had benefitted children.

Staff participated in regular training and were enthusiastic and passionate about their continued professional development. They reflected on their practice whilst highlighting the impact of their learning and how this improved outcomes for children. For example, a cluster working group of local nurseries had formed to promote opportunities for professional dialogue and to share best practice. Staff continued to share and celebrate successes such as an article in the local authority "Early Years Voice" newsletter in relation to the achievements and best practice. This meant that staff felt empowered to discuss ways to improve experiences whilst reflecting on practices which improved outcomes for children.

The management team recognised and valued the importance of ensuring that the service was appropriately staffed. Staff were flexible and breaks were planned to minimise the impact on children. During transitions and throughout the session the staff team were well deployed to promote continuity and consistency of care. Families told us that the staff team are approachable and felt informed about their child's day at nursery. This demonstrated effective teamwork with the children's wellbeing at the heart of the service.

## 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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