

Cairneyhill Primary School Nursery Day Care of Children

Northbank Road
Cairneyhill
Dunfermline
KY12 8RN

Telephone: 01383 602 445

Type of inspection:
Unannounced

Completed on:
26 February 2025

Service provided by:
Fife Council

Service provider number:
SP2004005267

Service no:
CS2003017078

About the service

Cairneyhill Primary School Nursery is registered to provide a day care service to a maximum of eighty children age from 3 years to an age to attend primary school. The service is provided from a purpose-built extension to the primary school providing two dedicated playrooms and outdoor play area which is accessed via their own separate entrance. The service is located in the village of Cairneyhill, close and has good access to public transport links and local amenities.

About the inspection

This was an unannounced inspection which took place on Tuesday 25 February 2025 from 08:45 to 16:00 and Wednesday 26 February 2025 08:45 to 14:30. 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 information gathered since the last inspection.

- In making our evaluations of the service we:
- spent time with eight children and five family members.
- spoke with staff and management.
- observed practice and daily life.
- reviewed documents.

Key messages

- Children experienced warm interactions and responsive support from staff who consistently implemented the values and ethos of the service.
- Staff knew children very well and were in tune with individual's likes, dislikes, and family circumstances.
- There was a clear vision for the setting which laid out how children would learn and develop through play and be supported by staff and underpinned by the values of fair, kind and polite.
- The whole team had extremely high aspirations for all children to ensure they flourished and thrived in the setting and through life.
- Children were being cared for by a committed and professional staff team.

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 interactions and responsive support from staff who consistently implemented the values and ethos of the service. Children had fun and were happy and relaxed during their time in the service. We saw that they were confident around staff and had formed trusting relationships with them. At the end of the session children were seeking familiar staff to give cuddles to say goodbye. This demonstrated children and staff have established and maintained positive relationships enabling them to thrive and make progress.

The use of personal planning meant children's current needs was identified and well supported. We discussed the importance of recording families' views and opinions on these records. This will help ensure consistency and continuity in care. Staff were in tune with individual's likes, dislikes, and family circumstances. We observed nurturing conversations, between children and staff, these interactions were kind and positive. Children were keen to share their feelings and thoughts with each other, which helped them form positive friendships.

Staff worked in partnership with internal and external professionals to improve outcomes for children when they required additional help. Appropriate strategies had been identified and put in place to support children. For example, staff worked closely with speech and language to ensure appropriate strategies were in place to support children's development.

Snack and mealtimes were calm and relaxed. Children had some opportunities to develop their independence skills at snack time. For example, selecting their own cutlery and crockery, selecting their own snacks, and pouring their own drinks. Staff recognised the value of these daily routines in building strong relationships. We observed lots of chatting and laughter as they sat with children and engaged in meaningful conversations. As a result, children enjoyed a positive social experience.

Staff understood their roles and responsibilities to keep children safe and protected from harm. They could confidently tell us how they would respond if they had any child protection concerns. This contributed to keeping children safe.

Quality indicator 1.3: Play and learning

Planning approaches were child led and responded to their current interests. This empowered children to plan and lead their own play and learning. Creative use of learning walls highlighted children's thoughts, ideas, and discussions. Children spoke confidently about their learning and what was on their learning wall. This contributed to them feeling valued, listened to and respected. Staff told us how their observations of children, identified individual learning targets. Children were also fully involved in reviewing progress with their family through one-to-one chats with their keyworkers. This supported the identification of achievements and next steps. As a result, children were making very good progress.

Children had easy access to their personal learning journals, which they were excited to share with us. These folders showcased a wide variety of experiences, next steps in learning and achievements. Children took time to share these and confidently recalled their previous learning. Children's learning and development was regularly shared with families using a digital app called Seesaw. Families confirmed that they were kept up to date with what is happening in the nursery via Seesaw and appreciated all the updates. This supported learning to continue at home and kept families informed of their child's progress.

The senior leadership team and keyworkers had open and honest discussions about children's learning and achievements. These meetings also gave the opportunity to evaluate strategies for individual children and agreed next steps. The whole team valued the importance of transitions into nursery and into primary one. These transitions were planned in an inclusive manner which respected the voice of all the children and young people. The whole team continued to evaluate the transition programme, using evidence to measure the impact, they identified a high level of success and attainment. This demonstrated a culture of continuous improvement with the children's wellbeing at the heart of important milestones.

Staff had high aspirations to enable children to be successful. Effective questioning provided opportunities to widen children's thinking skills and consolidate their learning through play experiences. All staff were skilled in using open-ended questions to extend learning and to challenge children in their thinking. These interactions empowered children to be creative and imaginative.

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.

The service was extremely comfortable, 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 had access to high quality experiences and outcomes. They had ample space to play and explore their surroundings. We observed children enjoying a story in the quiet area, which was furnished with a comfortable sofa and cushion. This gave children a sense that they matter.

Play spaces were accessible for all children and enabled them to move freely between each playroom and outdoors. Each area was well defined and resourced to promote children's creativity and curiosity. Although each playroom had the same provision, the experiences on offer differed to provide a variety of learning opportunities. Displays around the room celebrated achievements and learning, demonstrating that children were valued. As a result, children were engaged in their play and learning.

Staff worked well together to ensure that children were safe and accounted for throughout the day. They undertook regular headcounts as children arrived at and left the setting, and as they moved between inside and outside. Staff demonstrated a good understanding of potential risks in the setting, taking action to ensure that children's play experiences were not compromised. This contributed to keeping children safe.

The service had systems in place to support staff to complete risk benefit assessments. This ensured risks were identified whilst highlighting the benefits of equipment and areas. Staff had worked with groups of children to develop their awareness of risks in the setting and how these can be reduced. This gave children a sense of responsibility and provided opportunities for discussions around risks in the environment.

Infection prevention and control procedures were well managed by the team. Hand washing was embedded into daily routines as children and staff washed their hands at key times of the day. Staff supported children to develop independence in self-help skills and personal care. As a result, children's health and wellbeing was promoted.

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.

There was a clear vision for the setting which laid out how children would learn and develop through play. This highlighted how staff would support play, whilst considering the setting's values of fair, kind and polite. A strong ethos ran through the nursery and was shared with the wider school and local community. This demonstrated a strong investment in getting it right for every child from nursery throughout their early education.

The improvement plan was relevant, targeted, and focused on enhancing outcomes for both children and families. There were regular planned assessments of the progress being made to achieve the improvements. The leadership team empowered children, their families, and staff to lead and make changes in their service. Staff spoke confidently about their role in the improvement plan, and how they were making positive progress with current key priorities.

Professional learning and staff development was exceptionally well planned, reviewed, and matched to the individual interests and needs of staff. Several members from the team were leading on key aspects of the service both in the setting and within the wider school community. These roles included bookbug and PEEP, a parental learning group. Regular and meaningful discussions supported staff to review and reflect on their professional development and practice.

The leadership team worked with others to share and gather ideas to influence continuous improvement. The whole team had visited other settings and held an open session within the service to share ideas and practices. The staff team engaged in professional discussion whilst also seeking feedback from visitors to help evaluate the provisions and the overall environment. As a result, children benefited from care and support based on relevant best practice.

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 were being cared for by a committed and professional staff team. There was a wide mix of skills and experiences, which helped them to work together to meet children's needs effectively. Interactions between staff, children and parents were respectful, friendly, and kind. Parents told us that staff were approachable, one parent shared "the staff team go above and beyond to support my child to settle into the nursery."

Staff worked together throughout the day across both playrooms, moving outdoors and around the areas within the room. They observed what was happening in each area and moved around to ensure that they were in the right place to support children. For example, by joining in games and role play. Staff responded well to children's questions and made sure that the answers were easy to understand and appropriate. This helped to create an environment where children could feel secure, valued and trust the adults caring for them.

Management of the setting knew their team well and supported them to develop their skills and interests. Informal support and opportunities for reflection were used as a way of checking in on staff wellbeing as they were needed. Annual reviews meant that staff had the opportunity to reflect on their practice and identify areas they would like to focus on. Staff told us that they felt well supported and empowered to lead learning whilst embracing the values and aims of the setting.

There were several policies and procedures in place to support staff in their role. These were working documents and were reviewed regularly by the management with the whole staff team. Positive working relationship between staff at all levels, supported the collaborative approach to achieving positive outcomes for children.

A continuous professional developing floor book had been developed to encourage staff to share learning and best practice. Staff were confident in sharing their learning and the impact that this had on their practice. This meant that they were able to make changes to the setting to improve outcomes for all.

New staff were welcomed into the setting. They were assigned a mentor to meet with regularly and to review the national induction resource. Staff shared that they felt very supported by the management team and demonstrated an ethos of good teamwork. Children benefitted from an established and experienced team who continued to build on existing positive relationships with each other. Children and families were supported by a team who knew them very well and continued to build on positive relationships.

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?	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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Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

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