

Park Road Primary School Nursery Day Care of Children

Park Road
Rosyth
Dunfermline
KY11 2NH

Telephone: 01383 602 426

Type of inspection:
Unannounced

Completed on:
26 February 2025

Service provided by:
Fife Council

Service provider number:
SP2004005267

Service no:
CS2003015893

About the service

Park Road Primary School Nursery is situated in a residential area of Rosyth, close to local amenities including shops, woodlands, parks and other local schools. The service is registered to provide care to a maximum of 55 children of an age not yet attending primary school, of whom no more than 15 are aged from two years.

The accommodations is provided from two dedicated playrooms within the school building with their own separate entrance. Children have access to two outdoor play areas, toilets, a nappy changing room, entrance foyer and cloakroom space. They also access the school hall for meals and other activities.

About the inspection

This was an unannounced inspection which took place on 19 March 2025 between 08:30 and 17:00 hours. Two inspectors carried out the inspection. To prepare for the inspection we reviewed information about this service. This included previous inspection findings, registration and complaints information, information submitted by the service and intelligence gathered throughout the inspection year.

To inform our evaluation we:

- spoke with approximately 15 children using the service
- spoke with/gathered feedback from 3 parents/carers
- spoke with management and staff members
- observed practice
- reviewed relevant documents.

Key messages

- Children benefitted from positive staff interactions and emotional support with consistent warm and kind interactions.
- Improvements in the playroom ensured all children experience an inviting and engaging environment.
- Teamwork, effective leadership and reflection are influencing positive change across the nursery and improving children's outcomes.
- Deployment of staff is effective in supporting a secure environment for 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?	4 - Good
How good is our setting?	5 - Very 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/people and clearly outweighed areas for improvement.

Quality indicator 1.1: Nurturing care and support.

Children benefitted from staff who consistently provided loving, warm and kind interactions and were mostly responsive to their cues and requests. Cuddles were sought and given when needed, demonstrating children's levels of trust in staff which in turn supported them to feel safe. Relationships between staff and children were further enhanced through home visits prior to starting the nursery. These ensured a smooth and supportive transition for children. On one occasion, an upset child who required support was not noticed, we asked the manager to support staffs increased awareness in recognising and addressing children's emotional needs throughout the day.

Children were empowered and respected in their personal care. Staff informed children of their actions, such as wiping noses and encouraged them to be independent in doing so. Considerate approaches to nappy changes and potty learning maintained children's dignity, privacy, and choice. These respectful interactions helped children feel in control of their bodies, supporting positive self-esteem and trusting relationships.

Children enjoyed choosing from a range of healthy and nutritious foods with lots of opportunity for independence. Lunchtime for younger children was very positive with supportive interactions and a relaxed pace throughout for all children. During lunch time some children were unable to access all food available such as the vegetables. There was scope for staff to eat with children to further enhance the social atmosphere during the mealtime experience. This would also support staff to be more aware of food choices children make when self-serving and ensure their access to all food available.

Safe and hygienic sleep routines supported children's wellbeing and promoted children's comfort when resting. Staff closely monitored sleeping children by staying close by and making regular checks. Implementing a record of sleep and checks made would further enhance monitoring and safe sleeping.

Children's wellbeing was promoted through staff's knowledge and understanding of child protection. They were confident in actions to be taken and held an understanding of wider safeguarding measures. Chronologies were held and highlighted that appropriate action and contact with other agencies was undertaken when needed. We asked the head teacher to ensure that they submit notifications to us of some previous and all future referrals made.

Children's needs were met through personal planning which was mostly kept under regular review. We found some inconsistencies such as missing 'all about me' information. We asked the service to keep a record of when forms were issued and due back to ensure information was gathered as quickly as possible to support children's needs to be met. Where children had specific health needs, plans were detailed enabling staff to meet these and use specific strategies for support. We asked the service to ensure that where specific strategies for support had already been identified and were being used for individual children, that these are also written within their plan.

Quality indicator 1.3; Play and learning.

Responsive planning in the under three's room was effective in identifying how staff were taking forward children's current interests. Staff were knowledgeable and aware of children's schema's (repeatable patterns of play) and used this to further extend their play and learning. This could now be recorded within planning. Planning in the three to five room has been kept under review and staff were building skills in using this which included re-introducing floor books to record and make children's experiences visible. These should be developed further to build on children's learning, context and evaluation supporting them in assessing their own learning.

Staff were mostly responsive to children in the moment, which extended their interests and supported their enjoyment. For example, supporting children to change the colour of the water or providing extra bubble wands for children who showed an interest. Most staff skilfully engaged children through effective questioning and providing an appropriate pace and facilitation of children's problem solving and independence. There were some opportunities to support children to deepen their learning such as one child's sustained engagement in making a volcano. We highlighted some missed opportunities for this for other children and encouraged the service to continue their plans to support depth and challenge for children's learning through building consistency of interactions across the team. Floor books could also be used to provide more challenge and depth of learning and understanding.

Children had ownership of their personal learning journals and enjoyed looking at these. Parents told us they were aware of them and liked seeing what their child had been doing. These helped to evidence children's achievements and learning. The service should continue providing support to enhance the quality and consistency of written observations and next steps across all journals. Alongside this they should make clear links to planning to demonstrate the impact of planned learning experiences and develop tracking of next steps to ensure children's progression.

All children enjoyed choice and independence as to where they played most of the day. Free flow access to the garden area for three to five year olds and staff responsiveness to cues from children in the under three's room ensured they led their play. We asked the service to reflect on how children could be invited or encouraged to group time as we noticed that whilst some children were allowed to remain outdoors others were stopped in their play.

Children's confidence, self-esteem, communication and problem solving skills were enhanced through the opportunities to develop their language, literacy and numeracy through play. Children enjoyed lots of singing, stories, mark making and signage throughout the playrooms. The nursery had already identified an area for improvement in regard to improving numeracy throughout and should continue to develop this.

Regular use of community resources such as visits to the local shops, library and woodland enabled children to spend time in their local environment and build their sense of belonging. The service should continue with plans to allow the younger children to explore the woodland nearby, enabling them to build their capacity and understanding of risk. We made some suggestions of other ways they could connect with the community which could now be explored, to support intergenerational links.

How good is our setting?

5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children/people, therefore we evaluated this key question as very good.

Quality indicator 2.2; Children experience high quality facilities.

Children benefitted from beautiful playrooms which were well furnished, inviting, calm and neutral spaces. Developmentally appropriate furniture and resources created a space which was valued by both children and staff. Children had been involved in influencing development of the three to five playroom, giving them ownership and empowering them. Consideration of resources and spaces has been reflected on and led to some positive improvements which have supported children's play. The playroom for under three's continued to provide an inviting and interesting space where attention to detail was evident. Further areas for improvement had been recognised and were planned for, to support continued improvement. We suggested also using a self evaluation floor book for the under three's room to show their improvement journey. There remains scope to develop the garden spaces to support children's outdoor learning and natural play experiences.

The playrooms and garden provided a safe and secure environment for children to explore and play. The addition of new storage in both gardens for outdoor play items enabled resources to be organised and more accessible to children, supporting enjoyable outdoor activities. The movement of the fence to facilitate the inclusion of the shed had increased outdoor play space for younger children to explore and enjoy. Maintenance issues were quickly identified and reported by staff using new reporting procedures which demonstrated when action had been taken. This contributed to a well maintained and safe environment for children. We asked the service to monitor the odour from the nappy change area which is currently under investigation by the local authority, to ensure a pleasant atmosphere for children.

Children enjoyed risky play opportunities outdoors within the garden through climbing apparatus and use of a fire pit. Additionally, older children made regular trips to local woodland to explore a natural environment where they could develop their understanding of risk management.

The use of the 'SIMOA' (safety, inspect, monitor, observe, act) campaign and resources were supporting children to become more aware of their own safety and wellbeing. Children regularly used 'SIMOA' the elephant on outings and were involved in completing pictorial risk assessment of the garden prior to play, along with taking action to address risks such as litter picking. This empowered them to take responsibility for their own and others wellbeing.

Infection prevention and control systems supported children's continued wellbeing. Children were consistently encouraged to wash their hands at all key points throughout the day and playrooms and resources were clean and in good condition. This reduced risk of cross infection and supported children to remain healthy.

Staff were aware of the importance of confidentiality and management of children's information. They were extra vigilant in securing personal information within locked cabinets and displaying required information discreetly. This ensured only the right people had access to this and promoted children's privacy.

How good is our leadership?

4 - Good

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

Quality indicator 3.1; Quality assurance and improvement are led well.

The manager was fully aware of the strengths and areas for improvement within the nursery and was setting an appropriate pace for change with identified prioritising.

The values of the service had been recently reviewed with families supporting a shared approach with plans in place to review the vision and aims. This would support leadership of change with a clear direction and purpose.

There was some opportunity for families to participate and be consulted on aspects of provision. Families had regular opportunities to participate through involvement in groups such as bookbug, peep and stay and play sessions. This allowed family members to directly observe practice and provision their child experienced whilst supporting them to be active participants in their child's learning. Direct consultation with families was completed through an annual questionnaire. We asked the service to review this to ensure it is more specific and meaningful to nursery.

Children's opportunity to have their voice heard and influence improvement was supported through the use of a self evaluation floor book. This was of a high quality and demonstrated how children had been involved in influencing change and recorded the positive impact that changes have made to them.

Improvement planning was having a positive impact on practice and was kept under review. The improvement plan and collaborative plans were realistic and identified progress made towards improvements. These enabled the service to make continuous progress based on reflection, best practice and previous inspection feedback to improve children's experiences.

Quality assurance systems and processes were in place to identify strengths and areas for improvement. Use of quality assurance tools such as 'How good is our early childcare and learning' and the 'quality framework' were supporting reflection. All staff were involved in self-evaluation and were visiting other settings to help them identify best practice. They were also taking leadership roles to support them in further developing aspects of provision such as the room layout, and resourcing. We asked the head teacher to consider carrying out some focused observations to identify strengths and enable further improvements. We also asked that auditing of personal plans, personal learning journals and accident records be increased to ensure these are up to date and that patterns are identified and appropriate action taken. The head teacher should now raise staff awareness and begin use of the new 'shared framework' to support further reflection and improvement moving forward.

How good is our staff team?

4 - Good

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

Quality indicator 4.3: Staff deployment.

Children's needs were consistently met as a result of the continuity of the staff team along with their flexibility in supporting each other across the playrooms. This contributed to the positive relationships seen with children, enhancing their sense of security.

Children's continuity of care was enhanced by staff's communication with families upon arrival and leaving nursery. Staff were available to speak with parents and provided an overview of their day which parents told us they appreciated. This supported staff in gathering relevant information for the care and support of children on a daily basis. A parent told us "welcoming staff at the main entrance". Another told us "the staff are always all ears if there's anything I want to talk about or know about my child".

Staff notice boards ensured that parents were aware of the staff providing care to their child within each playroom. Parents spoke positively about this and told us they knew who their child's keyworker was and how comfortable they felt in approaching and speaking to staff. This promoted positive relationships with families and ensured they were aware of changes to staffing.

Staff absence was managed well through positive leadership and a focus on staff wellbeing, along with use of relief staff and the management of 'PSA' (pupil support assistant) staff from within the school. This meant that there was some continuity in staff cover and reduced disruption to children's routines.

Effective recruitment practice ensured the continued safety of children. Staff told us they had a positive and supportive induction and mentoring period. This contributed to their confidence in performing the duties of their post and supported children's continuity of care and support.

Extra staffing in the under three's room enabled a smooth handover between job share staff. This enabled information sharing and provision of extra support over the lunch time period for younger children. However, management should now review staff breaks over lunch time to ensure all staff are used well across this period of time. This is to ensure the safe supervision of children at mealtimes and during the transition back to the playroom.

Most staff communicated and worked well together to support the safe movement of children between indoor and outdoor spaces. The established team relationships and communication enabled children's choice and promoted a positive ethos within the setting which enhanced children's enjoyment.

What the service has done to meet any areas for improvement we made at or since the last inspection

Areas for improvement

Previous area for improvement 1

The provider should ensure all staff have the skills, knowledge and confidence to effectively support all children to achieve and support skill sharing across the team. This should include but not be limited to staff making use of best practice guidance to improve children's experiences and outcomes. This is to support children's wellbeing, learning and development.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'My care and support meets my needs and is right for me' (HSCS 1.19)

And

'I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes' (HSCS 3.14).

This area for improvement was made on 19 March 2024.

Action taken since then

Staff spoke about how they were using some best practice documents to support their practice and self evaluation of provision which was having a positive impact. For example, using the 'Realising the ambition' document along with others such as 'e.g. the up, up and away tool and core provision document. Staff should continue to make use of best practice document and begin to familiarise themselves with the new shared framework document. **This area for improvement is therefore met.**

Previous area for improvement 2

The provider should review the environment to promote improved security and a pleasant and inviting environment which values children and families and reduces any distress. This includes;

- addressing the issue of the door between the nursery and school which does not consistently close properly, along with the alarm system linked to this to reduce distress to individual children
- improve the entrance area to reduce clutter and intrusive smells from and within the children's bathroom
- reduce clutter within playrooms and corridor spaces, along with supporting children to take responsibility for the tidying up discarded resources.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'My environment is safe and secure' (HSCS 5.19)

And

'My environment is relaxed, welcoming, peaceful and free from avoidable and intrusive noise and smells' (HSCS 5.20).

This area for improvement was made on 19 March 2024.

Action taken since then

There had been major improvement of the environment carried out which now addressed the issues raised in the previous report. We became aware of another unpleasant odour, however this was already under investigation by the local authority. **This area for improvement is therefore now met.**

Previous area for improvement 3

The provider should ensure sufficiency of resources across all areas indoors and outside to increase choice and opportunity for children. These should be in good condition and presented to invite curiosity, exploration and support extension of learning. Where possible these should be accessible to support children's independence in play.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'I experience an environment that is well looked after with clean, tidy and well maintained premises, furnishing and equipment' (HSCS 5.24)

And

'The premises have been adapted, equipped and furnished to meet my needs and wishes' (HSCS 5.18).

This area for improvement was made on 19 March 2024.

Action taken since then

Following the previous inspection, there has been further attention to resourcing which has been enhanced through additional spending and thoughtful reflection on provision alongside children. This has improved sufficiency of resources, choice and opportunity for children. **This area for improvement is therefore now met.**

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?	4 - Good
1.1 Nurturing care and support	4 - Good
1.3 Play and learning	4 - Good

How good is our setting?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very 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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