

# Trinity Primary School Nursery Day Care of Children

Trinity Street  
Hawick  
TD9 9NR

Telephone: 01450 373 434

**Type of inspection:**  
Unannounced

**Completed on:**  
20 March 2025

**Service provided by:**  
Scottish Borders Council

**Service provider number:**  
SP2003001976

**Service no:**  
CS2003017383

## About the service

Trinity Primary School Nursery is registered with the Care Inspectorate to provide a care service to a maximum of 47 children at any one time aged from two years to not yet attending primary school of whom no more than 15 are under the age of three years.

The primary school is situated close to residential areas and local amenities with in Hawick in the Scottish Borders. The nursery comprises of two play spaces, one within the school, Adventurers, and the other, Explorers, in a portacabin type building very close to the main building. Children under the age of two years currently use the Explorer play space. Each play space had a dedicated outdoor space for children's play.

## About the inspection

This was an unannounced inspection which took place on 18 March 2025 between 9:30 and 16:00. 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:

- spoke with children during their play
- reviewed digital comments made by seven families
- spoke with the staff group and the leadership team
- observed staff practice and experiences for children
- reviewed documents
- spoke with visiting professionals.

## Key messages

- Children were supported by staff who engaged positively with them and their families.
- Information gathered about children needed to be used effectively to develop support plans.
- Improvements had been made to the quality of play and learning which was beginning to improve consistency across the service.
- Leaders were knowledgeable about aspects of the service which required improvement.
- Staff worked well together to promote positive outcomes 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?	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 in both play spaces were well supported by staff who had developed positive and nurturing relationships with them. Staff used their understanding of child development to provide appropriate support throughout the day in a kind, calm and quiet manner. This helped children to feel safe and secure.

Children were confident during the transitions which took place across the day. A good level of explanation and support was given to help children cope with change and develop some sense of resilience. Staff understood the need for flexible arrangements for transition into nursery and described how this was accommodated to meet children's individual needs.

Children were encouraged to develop their sense of independence by being given opportunities to make choices and do things for themselves. For example, children could choose to play indoors or outdoors, they dressed themselves and made choices at snack and during meals. Staff provided some activities and support to help children develop an understanding of concepts such as responsibility and respect. To continue this support, staff could do further work in the Adventurers to encourage children to respect each other and their play environment. This would help children to develop a sense of belonging and emotional wellbeing.

Children's health and wellbeing was well supported in both groups. Staff understood the benefits of outdoor experiences and ensured that the outdoor areas were available for children's play for almost the entire day. Children were actively encouraged to take part in outdoor physical play for at least part of the day which helped to promote their physical and mental wellbeing.

Children's health, wellbeing and development was well supported by the range of information that had been collected by staff to help them meet children's needs. We refer to these as personal plans. Personal plans had been developed to take account of good practice guidance such as Getting it Right for Every Child (GIRFEC).

Staff could describe the support that individual children received and the impact that support strategies had. To further strengthen personal planning in the Adventurers there needed to be a simplified system to clearly outline the areas of support and how this was monitored. This would enable staff to clearly track the success of personal planning strategies and adapt them as necessary. **(see area for improvement 1)**

Children received a positive mealtime experience which was well organised and provided children with opportunities for becoming familiar with the dining hall and social interactions with adults and peers. We asked staff to consider some aspects of nutrition to provide a more balanced diet over the day. For example, some children ate a significant amount of bread over the day as they had toast for snack and sandwiches for lunch.

### Quality indicator 1.3: Play and learning

Children in the Explorers were happy and engaged in their chosen activities. They were well supported by staff to sustain and develop some of their play ideas. This helped them to lead and be engaged in their play and learning. There was free flow between the indoor and outdoor areas. Staff had ensured that both environments were well resourced to provide core resources such as messy, creative and role play.

The Explorers used their local community as an additional learning resource. For example, they had visited a local care home, local opticians and other local shops such as the butcher and baker. Staff described the rich learning opportunities that children had on these outings such as seeing and using numbers in everyday context, building relationships with others in the community and learning about road safety.

Planning in the Explorers followed a mixture of intentional and responsive planning. Children's voices were recorded as observations in the responsive planning. Staff could clearly demonstrate where children's ideas and interests were being acted upon and developed. Staff used their understanding of schematic play to support children's preferred way of learning.

There had been improvements to the provision for play and learning in the Adventurers, and the wider range of play opportunities enabled some children to be busy and begin to use the resources to lead their own play. Where this was happening there were some missed opportunities by staff to extend aspects of their learning by providing additional resources. Staff were trying to encourage children to be more independent in their play and learning as a number of children relied heavily on staff to direct their play. They acknowledged that as the provision and planning for play continued to improve, this would impact on children's opportunities to lead their own play and learning.

In the Adventurers there were procedures for planning children's play and learning in place. This took account of intentional promotions and observations of children's interests and ideas. There was still work needed to develop a simple and consistent approach to planning experiences that could clearly identify learning outcomes for children.

Children's learning journals were held on the Showbie App. Children in the Explorers were regularly using a QR code to access their journal which enabled them to review their learning or add information with staff. Journals reviewed from the Explorers were consistently added to with a wide range of observations of children's learning and achievements. The learning journals in the Adventurers were not completed consistently and for some children there were significant gaps with no recordings. The system for observing and tracking children's learning and development consisted of several documents. We discussed with the leadership team that this could be simplified to ensure that information was not duplicated making the process more achievable.

### Areas for improvement

1. To ensure that children receive individualised care and support throughout the setting, information which has been gathered about children and their needs, should be used to develop appropriate strategies to meet children's needs and support developmental progress. These strategies should be shared with all staff to ensure a consistent approach to care and support.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices' (HSCS 1.15).

## How good is our setting?

### 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 2.2: Children experience high quality facilities

In both playrooms children had access to spacious and bright environments for their play. There was good ventilation and use of artificial lighting to create warm and pleasant spaces for their care. Staff had created cosy spaces for children to relax, read or sleep, if necessary. This helped provide a varied environment to support children's care over the course of the day.

Children could access the outdoor spaces directly from their playrooms, which enhanced opportunities for choice and independence. Good quality furniture was provided throughout both playrooms. Environmental audits had been used to develop the layout of the learning spaces. Work was ongoing in the Adventurers to continually improve the play environment and a wider range of resources was available for play and learning. The play environment in the Explorers was varied, engaging and attractively presented.

Risk assessments were in place to maximise children's safety. Children were supported by staff to understand safety and risk taking in their play. The Care Inspectorate good practice tool SIMOA had been used by staff to enhance aspects of safety. One child told us about safety on outings and that we need to walk on the pavement 'Because cars don't go there.' and 'Don't go near the river!' Children also took an active part in assessing the safety of the outdoor areas, using their check list, before their outdoor play in the morning.

Staff in the Explorers ensured that nappy changing and toilet training was carried out discreetly and followed good infection and prevention control (IPC) practice. IPC procedures had been revisited throughout the service to ensure that handwashing and nose wiping followed good practice consistently. Children benefitted from a service where playrooms and resources were clean and there were systems in place for maintenance and repairs which ensured the environment was well maintained for children to use.

Information about children and their families was protected through the use of local authority procedures and the use of passworded systems. Staff demonstrated a good understanding of confidentiality and appropriate information sharing. This helped to promote families right to privacy.

## How good is our leadership?

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

Vision, values and aims for the service were shared with families and displayed in the service to support them understand what to expect from their early learning experience. Staff modelled the values through developing trust and providing nurture for children. The aim of team work supported partnerships with parents, carers and the whole school community to create a positive, welcoming and supportive ethos.

The views of children were in evidence through the planning process, which responded to individual interests as well as taking account of children's views through discussions and evaluating children's experiences in order to improve them.

The digital platform Showbie was used to share general information about what was happening in the service. Parents had opportunities to be involved in the service through Stay and Play sessions and connections with the home visiting teacher. There an open door policy which enabled parents to drop in to the service at any time. Parents told us that communication with staff was meaningful, professional and friendly. The leadership team had identified that more opportunities were needed for parents to be involved in the evaluation of the setting and be included in the improvement planning.

There were processes in place for auditing procedures carried out in the service. An auditing calendar was being used to ensure that roles and responsibilities for auditing were clearly defined. Procedures for self-evaluation were becoming more embedded in practice and had resulted in improved outcomes for children.

An improvement plan was in place that clearly identified priorities that were relevant to the service. Some focus areas within the plan had been progressed, impacting on improved outcomes for children. For example staff had participated in evaluating play environments to further support play and learning. This demonstrated capacity to make informed changes within the staff team.

### How good is our staff team?

**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 4.3: Staff deployment

Staff were warm, nurturing, and caring. They had worked to create a welcoming environment for children and families. This helped to create a positive atmosphere for both staff and children. The service was appropriately staffed during the day to ensure positive transitions and communication with families. Parents were very positive about staff and told us "My child speaks about staff and has a positive relationship with them." "Staff are helpful and kind."

Staff worked well as a team to ensure the appropriate supervision and support of children. They worked flexibly to support colleagues and breaks did not impact on the experiences for children.

Children and families benefitted from staff that were trained, competent and skilled in areas of childcare. All staff held registration with the relevant professional body. Staff were supported to reflect on their practice through staff meetings and the professional development review, which was carried out annually. The leadership team were aware where individual staff skills could be effectively used to develop practice and support children. Most staff had engaged in a range of professional learning activities that built on their practice. Training opportunities would continue to be provided to enable some staff to develop their skills to lead areas of practice.

The leadership team had adapted staff working patterns to enable the team to meet together. This helped to support a shared approach to the quality of the service. Staff said that they felt supported in their role and that their wellbeing was considered by their colleagues and the leadership team.

## 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

To ensure that children receive individualised care and support throughout the setting, information which has been gathered about children and their needs, should be used to develop appropriate strategies to meet children's needs and support developmental progress. These strategies should be shared with all staff to ensure a consistent approach to care and support.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices' (HSCS 1.15).

**This area for improvement was made on 9 February 2024.**

#### Action taken since then

Information gathered to develop personal plans was more consistent. However, the information was not consistently used to develop strategies that would support individual children.

**This area for improvement was not met and has been re-stated in Quality indicator 1.1.**

#### Previous area for improvement 2

To support children's play and learning managers and staff should create an environment that inspires children's imagination and provides them with more challenging opportunities to discover, explore, experiment and problem solve.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states: 'As a child, I can direct my own play and activities in the way that I choose, and freely access a wide range of experiences and resources suitable for my age and stage which stimulate my natural curiosity, learning and creativity (HSCS 2.27).

**This area for improvement was made on 9 February 2024.**

#### Action taken since then

Staff had completed work to assess the play environment for children in the Adventurers. There was still work to be carried out to ensure that the quality of play and learning was of consistent high quality but work carried out had improved the play and learning opportunities for children.

**This area for improvement was met.**

#### Previous area for improvement 3

To promote opportunities for extending children's learning. Staff should develop their understanding and use of effective interactions during children's play and learning.



This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states: 'As a child, I have fun as I develop my skills in understanding, thinking, investigation and problem solving, including through imaginative play and storytelling' (HSCS 1.30).

**This area for improvement was made on 9 February 2024.**

#### Action taken since then

Training on the importance of sensitive interactions to support and extend play and learning had been provided for staff. There had also been opportunities for staff to observe senior staff role modelling learning interactions. The leadership team were now planning on building on training to ensure that there was a consistency of practice across the team.

**This area for improvement was met.**

#### Previous area for improvement 4

To promote professional development, consistency of practice and ensure that staff are fully supported in their roles within the setting. Managers should further develop systems for monitoring of staff practice, team meetings and develop opportunities for team building.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states: '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.) and 'My care and support is consistent and stable because people work together well' (HSCS 3.19).

**This area for improvement was made on 9 February 2024.**

#### Action taken since then

Staff had been provided with a range of training opportunities. They had been signposted to a number of good practice documents which would assist with professional development.

Work was continuing to develop the skill and confidence across the staff team through training and reflective practice discussions.

**This area for improvement was met.**

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

[enquiries@careinspectorate.com](mailto:enquiries@careinspectorate.com)

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