

# Windyknowe Primary School Nursery Day Care of Children

Windyknowe Crescent  
Bathgate  
EH48 2BT

Telephone: 01506 652 083

**Type of inspection:**  
Unannounced

**Completed on:**  
19 March 2025

**Service provided by:**  
West Lothian Council

**Service provider number:**  
SP2003002601

**Service no:**  
CS2003017503

## About the service

Windyknowe Primary School Nursery is registered to provide a care service to a maximum of 50 children aged from three years to not yet attending primary school at any one time. It is located in a residential area of Bathgate, West Lothian. Children have access to two playrooms where they can take part in a wide range of high-quality play experiences. There is a well-equipped and fully enclosed outdoor learning environment for children to access throughout their nursery session. Children have regular opportunities to explore their local community. This includes regular visits to nearby woodland and a local care home.

## About the inspection

This was an unannounced inspection which took place on 18 and 19 March 2025 between 09:30 and 16:00. One inspector from the Care Inspectorate 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.

This inspection was part of a pilot to test the 'Quality improvement framework for early learning and childcare sectors' developed jointly with Education Scotland. Because this inspection was part of a pilot, no new evaluations (grades) have been awarded.

During the inspection we:

- spoke with children using the service, and some of their friends and family members
- received completed questionnaires / survey responses
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

## Key messages

Children received nurturing care and support from skilled staff who knew them very well. This contributed to children feeling safe, valued and loved.

Children and families benefitted from a service committed to continuous improvement.

Leaders and staff had a clear vision for the development of the service and were passionate and committed to drive forward improvement.

Leaders were very well organised and had developed effective quality assurance systems to support ongoing self-evaluation.

Children's individual needs were very well met across their day by effective staff deployment.

Children's needs were well supported by effective personal planning. This ensured staff caring for children had a clear overview of their individual needs and preferences.

## Leadership

### Leadership

#### Leadership and management of staff and resources.

The service had recently reopened after an extended period of closure due to building works; the newly appointed head teacher and new staff team had a clear vision of improvement. Leaders and staff were developing a shared vision, values and aims for the service and planned to involve children, and their families in this process. They were keen to ensure the values of the nursery were meaningful to everyone who used the service. This approach supported a shared vision and encouraged the development of positive relationships with children and their families.

Leaders and staff had worked together to develop effective quality assurance processes to support the continuous development and improvement of the service. They were committed and motivated to ensuring children reached their full potential. A relevant improvement plan was in place which was created with staff. Staff contributed effectively to identified improvements, and told us that they felt empowered to drive forward changes within the service. This demonstrated that staff were included, and their views were valued.

Feedback was regularly sought from children and families to ensure their wishes and choices were fully considered. This demonstrated an involved approach to the development of the service. This also supported leaders and staff to be reflective and encouraged children and families to feel included in the life and development of the service. One parent told us, "I feel involved as they regularly ask for feedback".

Leaders understood the importance of skilled and experienced staff members; this was recognised as essential for the wellbeing of children. Staff were well supported as the service had developed an effective induction programme. Mentoring support carefully considered and took account of best practice guidance, and local authority programmes. Staff told us they valued the support of the wider team.

This supported them in their role and set out high expectations for staff practice. Leaders and staff had strong values, and this approach promoted a positive nurturing experience for children and their families.

## **Staff skills, Knowledge, values and deployment**

Children benefitted from a dedicated staff team who were happy, warm, welcoming and nurturing. Staff were consistently calm, respectful and caring, this approach had a positive impact on how children interacted with staff and with each other. As a result, children felt safe, secure, loved and valued by those who cared for them.

Genuine relationships had been developed with families and this supported effective communication. As a result, staff knew children and families very well. All families we spoke to described staff as supportive and caring.

Staff were very supportive of each other. Tasks were shared and staff helped each other, they moved around the setting to respond to children, ensuring that children's needs were consistently met. Effective communication between staff was a key strength and this resulted in children being safe and always accounted for.

Leaders and staff prioritised time to support professional development and reflective discussion. This approach had created a culture of inclusion where staff opinions were valued. For example, leaders were visible and available, this encouraged staff to share improvement ideas with leaders. Staff also benefitted from regular weekly meetings where opportunities for professional discussion and reflection were prioritised. This time was organised into monthly meets with individual staff, and a cycle of whole team meetings, which focused on leadership roles, staff training and self-evaluation.

Leadership at all levels was actively recognised and encouraged. This empowered staff to share their individual skills and knowledge. Staff were interested in enhancing a variety of areas including wellbeing and outdoor learning. Staff planned regular activities and experiences to enrich learning opportunities for all children. This approach celebrated existing strengths and supported all staff to gain confidence and further develop their practice and skills. Staff had created clear plans and regularly reflected and evaluated on the progress of their chosen leadership roles. Staff spoke confidently and passionately about these leadership roles and how this had begun to positively support improved outcomes for children and their families.

## **Children are supported to achieve**

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#### **Nurturing care and support**

Children benefitted from a staff team who knew them well and were committed to providing warm, and nurturing care. Staff had developed positive connections with children and their families. We found that staff were kind, caring and supportive of children's emotional needs and their overall wellbeing. We saw staff give children reassurance and comfort when needed. As a result, children were secure, happy, and settled within the nursery environment.

Personal plans were in place for all children, this was a key strength of the service. This approach contributed positively to children's overall health and wellbeing. Personal plans were completed in partnership with families and updated regularly.

This resulted in children's needs being consistently met as staff had access to current information relating to individual children.

Families were actively involved in nursery life. Planned events such as stay and play days had been well received by families and contributed to positive relationships that supported meeting children's needs. Families were being consulted with to plan regular PEEP (Learning Together Programme) sessions. This further supported families to feel valued and included in their children's learning and the life of the service.

Children's health and wellbeing needs were carefully considered through the correct and well organised storage of medication. All consent forms were completed with families, and were regularly reviewed to ensure information was current.

Children's privacy and dignity was respected. Personal care interactions were warm, nurturing and respectful, staff sought children's permission prior to changing nappies, wiping noses, and changing wet clothing. This approach respected and valued children's wishes and choices.

Mealtimes were calm, relaxed, and unhurried experiences for all children. Careful consideration had been given to the mealtime experience. Mealtime helpers were very proud of their roles, children told us they helped make the bread for lunch and set everything out. One child told us "I like wearing the apron when I help, it means I am the helper." Food choices were nutritious and followed best practice guidance. Fresh water was available throughout the day, and this meant children could access this independently and when they chose.

Skilled staff supported children's emotional wellbeing and resilience by regularly checking how children were feeling and by valuing children's emotions. For example, creative use of the "colour monster" story supported children to recognise and name their emotions. Staff validated these emotions by offering comfort and reassurance when needed.

### **Safeguarding and child protection**

Staff were knowledgeable and well trained and clear policies and procedures supported staffs understanding of their roles and responsibilities in safeguarding children. Appropriate procedures were in place to ensure that key information was shared with relevant agencies when appropriate. This promoted children's safety and wellbeing.

Approaches to reporting, responding and recording concerns were effective and in line with national guidance. Leaders were proactive in ensuring practices and approaches considered new guidance and any emerging issues, for example safeguarding and child protection was discussed at all staff meetings. We found that safeguarding and child protection was a priority in the service and concerns were raised and dealt with in a sensitive and timely manner. Written records were clear, concise and accurate.

Children and families benefitted from positive trusting relationships with leaders and staff. Strong connections with children and their families ensured that children felt safe and secure in the service. Effective communication enabled staff to identify children who may be at risk and to confidently raise concerns.

Careful consideration was given to the spaces and experiences on offer to children, there were spaces for children to rest and relax and caring staff took time to reassure and comfort children if this was needed. This supported children to feel valued and loved.

Well-planned experiences and interactions, which focussed on safety and resilience were a key feature of play and learning. For example, staff and children were actively using the Care Inspectorate SIMOA (Safe, Inspect, Monitor, Observe, Act) campaign and this promoted staff and children's ability to keep children safe.

## 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).

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