

# Longstone Primary School Nursery Day Care of Children

Redhall Grove  
Edinburgh  
EH14 2DU

Telephone: 01314 434 743

**Type of inspection:**  
Unannounced

**Completed on:**  
19 March 2025

**Service provided by:**  
City of Edinburgh Council

**Service provider number:**  
SP2003002576

**Service no:**  
CS2003017042

## About the service

Longstone Primary School Nursery is registered to provide a care service to a maximum of 55 children at any one time, aged between two-years and primary school entry, of whom no more than 15 children are under the age of three-years.

The service is based within the grounds of Longstone Primary School. The building was purpose built with a large outdoor area to the rear. One playroom accommodated children aged two to three-years. A second playroom accommodated children over three-years. There were appropriate nappy change and toilet areas, staff facilities and an office.

## About the inspection

This was an unannounced inspection which took place on 19 March 2025 between 08:30 and 16:00. Feedback was provided at the end of the inspection process. 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, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- spoke with several children using the service
- observed practice and daily life in the service, including staff interactions with children
- spoke with staff
- spoke with family members
- received feedback from nine Microsoft Survey Forms returned by families
- reviewed documentation.

## Key messages

- Children felt valued, loved and respected because their care and support was delivered in a warm, kind and compassionate way.
- Staff respected children's choices and worked with them to build on their learning together.
- Play spaces had been well thought out and planned, to sensitively meet the needs of all children and their families.
- Strong leadership impacted positively on the wellbeing and development of staff and positive outcomes for children and families.
- The quality assurance journey was inclusive and meaningful, resulting in a shared approach to making sustainable improvements to outcomes for children and families.

## 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 were nurtured and supported throughout their daily experiences. Staff took time to listen to children. Their positive body language, tone of voice and facial expressions sent the message to children that they were being listened to, and that their voice mattered. Children were offered cuddles and reassurance when needed. This fostered a sense of love and nurture supporting children's wellbeing, development and happiness. A parent said, "All staff know my child really well and they all appear to be very caring and nurturing and have the child's interest at the heart of what they do."

Staff knew children and families well and recognised that strong connections supported children's wellbeing. The leadership team and staff were visible at drop off and collection times. This created a warm and welcoming environment where children and families felt valued and supported. Families were invited along to stay and play sessions and other groups. Children had a sense of belonging in their service and families could experience valuable time with their children in their nursery setting.

Children's overall wellbeing was supported through personal planning to a very good level. Personal plans were detailed and contained information about children that was gathered in consultation with families. Families told us that they had been involved in the development of the personal plans and that they met regularly with staff to formally review them. This meant that children received care and support that was tailored to their needs. A parent said, "We are informed via learning journals about different things and given the opportunity to give feedback about it for next time (e.g. sports day)."

Children were familiar with the mealtime routine. They were able to choose when to eat meaning there was minimal disruption to their play and learning. Children were developing independence by helping to set the tables and by serving food. During most lunchtime experiences, staff sat with children and had meaningful conversations with them. We encouraged the service to continue reflecting on and developing this to ensure consistency across all rooms. This will further ensure that mealtimes are safe, unhurried, sociable experiences for all children.

Children's emotional wellbeing had been very well considered through the nurturing and caring approach of the staff. Spaces were well developed in both rooms to ensure there were opportunities for children to rest and relax. When children needed to sleep, staff worked with families to ensure that individual routines and preferences were followed. A parent said, "My child goes into the 'pod' for when he is overwhelmed/tired/emotional."

### Quality Indicator 1.3: Play and learning

Staff had a good understanding of how children learn through their play. There was a strong focus on children's rights, promoting their right to play and have fun. Play spaces offered children rich, stimulating, well-resourced areas in which to explore and investigate. Inviting and cosy spaces had been created using a variety of natural, open-ended resources. Children experienced a calm environment which allowed them to learn and explore at a pace that was right for them.

Planning was responsive to the interests and needs of children supporting them to make sustained progress in their learning. Tracking and monitoring children's individual learning, evidenced the progress children were making at a pace that was right for them and identified next steps. Quality assurance ensured that staff were reflective to ensure planning supported children to develop and foster deeper engagement, spark their imagination, and enrich their play and learning. Children were being supported to achieve their potential. A parent said, "He loves playing outside and watching his peers on the nursery bikes gave him the confidence to ride his bike with no stabiliser's. The nursery have shown him sign language and he has also found it easier to remember the months of the year, planets and days of the week from memorising the songs they've learnt at nursery."

## 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, therefore, we evaluated this quality theme as very good.

### Quality Indicator 2.2: Children experience high quality facilities

Children and families benefitted from a warm, welcoming and inviting environment. The play spaces had been well thought out and planned, to sensitively meet the needs of all children and their families. It was evident that children mattered, and they had been valued and respected throughout the development of this high-quality learning environment. Children were proud of their setting and confidently told us about their experiences.

The play spaces, both indoors and outdoors, offered children accessible resources that supported them to develop their problem solving and decision making skills. There were cosy spaces for children to rest and relax as well as areas to have fun, explore and create. A range of opportunities to explore literacy and numeracy were threaded throughout and diversity was celebrated across the service. This gave a strong message to children that they mattered. A parent said, "My child spends all day outdoors - he is given the resources needed to dig, build and create with. The freedom to explore nature and all its surroundings." Another parent said, "My child recently was going to the forest in the school playground and the doors to the garden are always open, now they are free flowing the two gardens together."

The safety and wellbeing of children was supported through well managed systems and processes. Regularly reviewed risk assessments were in place and effectively highlighted hazards and appropriate actions to minimise potential risks to children and staff. Children benefitted from a risk benefit approach from the staff team and valued meaningful real-life experiences. The staff team had worked hard to develop wonderful experiences for children outside and were creative with the use of space.

Staff were clear about their roles and responsibilities in safeguarding children. Medication was managed well and work around the Care Inspectorate SIMOA campaign (Safe, Inspect, Monitor, Observe and Act). They shared this with children and staff across the setting to ensure a shared, consistent approach. This meant that effective communication systems and risk assessments were in place to ensure children were safe and accounted for.

The environment was clean and hygienic. Systems were in place to monitor and audit cleaning routines and staff demonstrated respectful practice by considering children's needs when undertaking cleaning tasks. Effective hand washing and the use of Personal Protection Equipment (PPE) was embedded in practice. This ensured the health and safety of children.

## How good is our leadership?

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 theme as very good.

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

A shared vision and values for the service had been reviewed and developed in consultation with staff, children and families. The values of pride, kindness, resilience, creativity and respect were observed in practice and reflected in the interactions, environment and experiences for children. SHANARRI wellbeing indicators and the United Nations Convention on the Rights of the Child (UNCRC) underpinned the service being delivered with children and families becoming familiar with and understanding the language. This supported a respectful culture and promoted a positive atmosphere for children to play and learn.

Strong leadership in the service supported staff to develop confidence and knowledge in their roles. We heard the views of a passionate, motivated staff team who talked about their improvement journey. They were aware of their accountability and responsibilities in caring for the children in the service and developing relationships with families. The leadership team supported staff as they continued to develop professionally and ensured staff wellbeing was protected. This created a positive culture across the team.

The leadership team was passionate about delivering quality experiences for children and families. They recognised that inclusive and meaningful quality assurance and self-evaluation was resulting in a shared approach to making sustainable improvements to the service. Feedback was regularly sought from children and families to ensure their wishes and choices were fully considered. Reflective questions had been used to gather the views of staff to enable them to reflect on how the service was doing, how they knew and what they would do next. Regular opportunities to have professional discussions and continuously reflect on practice brought about positive changes to outcomes for children and families.

Safer recruitment procedures had been implemented to ensure that the service had the right people in the right jobs. Newer staff talked through their experience of the recruitment process. This confirmed that practice guidelines had been implemented. The induction programme supported staff in their new role. The safety and wellbeing of children was protected through staff being recruited well.

## How good is our staff team?

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 theme as very good.

### Quality Indicator 4.3: Staff deployment

A passionate and caring staff team put children at the heart of their work. All staff knew children and families well, had developed respectful working relationships and created a positive atmosphere. This supported children to feel safe and secure. Families were complimentary of the staff team and the way in which they care for children. A parent said, "The staff are attentive and provide a nurturing, engaging and supportive environment for the children. They truly know and love my child and his needs. They communicate excellently with parents through both in person and electronic communication (texts, emails and updates through Learning Journals)."

The management team recognised and valued the importance of ensuring that the service was appropriately staffed throughout the day. Staff breaks were planned in a way that minimised the impact on children, while allowing staff to rest and be refreshed. Staffing levels allowed for staff to support children's individual needs, where required. Effective staff deployment meant staff were supporting nurturing experiences and were able to meet all children's individual needs well.

Staff had clear roles and responsibilities and communication was a key strength. Systems were in place to ensure that information relevant to individual children's care was shared effectively. This ensured that children's individual needs were consistently met by all staff.

Leadership at all levels was encouraged. This empowered staff to share their individual skills and knowledge. Staff shared with us aspects of the service that they were leading on. They included promoting children's rights and celebrating diversity. This approach built on existing strengths and supported all staff to further develop their practice and skills.

Regular team meetings and staff training opportunities helped staff to reflect on their practice, learning and development. A whole staff team approach to training around nurture principles impacted positively on staff's practice. This meant that children benefitted from consistent high-quality experiences. Staff told us they felt valued and supported by management and the wider team. This positive and supportive ethos meant that children were thriving as a result of the loving and nurturing care they experienced from all staff.

## 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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