

# Viewlands Primary Nursery School Day Care of Children

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Perth  
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**Type of inspection:**  
Unannounced

**Completed on:**  
20 May 2025

**Service provided by:**  
Perth & Kinross Council

**Service provider number:**  
SP2003003370

**Service no:**  
CS2003016094

## About the service

Viewlands Primary Nursery school Nursery is a day care of children service and is registered to provide a care service to a maximum of 24 children at any one time.

Nursery children are cared for in a separate area within Viewlands primary school in Perth. The nursery has a secure entrance for children and their families. Children have access to two interlinking playrooms, their own toilet facilities and access to a large outdoor area. The service is provided by Perth and Kinross council.

## About the inspection

This was an unannounced inspection which took place on 19 and 20 May 2025. 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 registration and complaints information, information submitted by the service and intelligence gathered throughout the inspection year.

To inform our evaluations we:

- spoke with children using the service
- received and reviewed eight completed questionnaires – six from children's relatives and carers and two from staff.
- spoke with four staff and the manager
- observed practice and daily life
- reviewed documents

As part of this inspection, we undertook a focus area. We have gathered specific information to help us understand more about how services support children's safety, wellbeing and engagement in their play and learning.

This included reviewing the following aspects:

- staff deployment
- safety of the physical environment, indoors and outdoors
- the quality of personal plans and how well children's needs are being met.
- children's engagement with the experiences provided in their setting.

This information will be anonymised and analysed to help inform our future work with services.

## Key messages

- Children experienced warm, nurturing interactions and responsive care which supported them to feel happy, confident safe and secure.
- Staff had high aspirations for children and their love and support was having a positive impact on their wellbeing and their time at nursey, they had fun with their friends and were fully engaged in their play.
- Staff tracked children's learning and progress well which helped them to identify the specific needs of children, and plan appropriate next steps in children's.
- The Manager and staff team were enthusiastic and committed to improving outcomes.
- Families valued the care and support provided by staff and the relationships between them that had been formed.
- Staff morale was high, they were friendly, responsive, and kind and it was evident they loved the children and the children loved them.

## 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?	4 - Good
How good is our leadership?	4 - 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 received warm, nurturing, and responsive support from staff who had high aspirations for children. We found they consistently and sensitively listened to children, played with them and, provided praise, encouragement and reassurance when needed. Children's views and feelings really mattered to staff which resulted in children who received compassionate care. The positive relationships that had been formed helped children to feel respected, valued, and safe. This meant children were content, confident, and enjoyed their experiences in the setting.

Children benefitted from personal planning that supported their needs and was easily accessible to staff. Staff had built strong working relationships with other professionals to provide consistent care for children. Strategies were in place to ensure their needs were met in a respectful way and they felt included in nursery experiences with a true sense of belonging. Effective information sharing was supported through meaningful relationships with families. These approaches meant children received the right care at the right time. Families were confident their children's care needs were being met and told us, 'I feel listened to and my stances valued', 'Staff are approachable and friendly, they are always happy to answer any questions and communicate any issues or successes on pick up and drop off' and 'Good relationship with friendly reliable team who communicate well'.

Children were fully involved in the planning and preparation of their meals. They helped prepare snack and carefully laid tables with cutlery and centre pieces. During our first visit, a couple of staff members became task orientated during this time. We asked staff to consider how this could be improved and suggested they offer more opportunities for children to be independent and responsible. On our second visit the staff had responded to our suggestions which meant they sat with the children providing a more sociable, and positive mealtime experience for all children.

Medication was stored safely, and paperwork enabled staff to understand and respond quickly to children's health conditions. Effective procedures were in place to safeguard children. Staff confidently told us how they would report any concerns about a child's welfare and wellbeing. This contributed to keeping children safe and protected.

### Quality indicator 1.3. Play and learning

Staff provided children with a range of spontaneous and planned experiences that supported them to be engaged in their play in a meaningful way. Their 'In the moment' planning approach was relevant to interests and developing life skills and visible on a large display for all staff to access. Some staff were becoming familiar with this system and once fully embedded we were confident child led initiated learning would fully support children to thrive and flourish.

Children's contributions to the floor book demonstrated their views and opinions mattered. Staff responded to their suggestions and enquiries with interesting play experiences. This told us children were supported to lead their own play and learning.

We found; there was some missed opportunities to explore learning further. We suggested ways in which the floor book could be used alongside their planning approach to deepen learning and help evidence children's progression and breadth of learning.

Staff skilfully used effective questioning when responding to children's questions and we found this was fully embedded in practice. This resulted in children thinking and problem solving independently.

Children's successes and achievements were shared with families on a digital platform. Observations of development were individualised and focused. Staff tracked children's learning and progress well which helped them to identify the specific needs of children, and plan appropriate next steps in children's. This meant children were supported to reach their full potential.

Children's language, literacy and numeracy was supported well within the indoor environment. For example, a wide range of smaller natural and real-life materials helped support children to sort and match and they were learning how to vote using tally marks. A range of books were available, and staff used rise and fall of their voice and props while reading a story which captured children's interests. Children were playing in an imaginary shoe shop and learning about money. One child asked us, 'Would you like some new shoes, you will need to pay us some money.' There was scope to further develop these early language and numeracy skills in the nursery garden.

Children were included and experienced a sense of achievement as participated in school 'Clan' activities to help raise house points and attended school assemblies. They visited the theatre and local park. Families came into nursery and joined their children for Play and Stay and Bookbug sessions. These experiences helped children develop their social skills and enhanced their connections to their local and wider communities.

## 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

Children were cared for in rooms within a self-contained area in the school. The welcoming cloakroom provided families with a wealth of information on children's interests and smiling staff created a happy atmosphere which meant children settled quickly into their nursery routines.

The two adjoining playrooms were well-ventilated and play spaces had been well thought out. Children's creative work was attractively displayed which gave them a sense of achievement and ownership. Additionally, a large antique photo frame with a photograph of the children and staff provided them with a sense of belonging.

Children happily moved around areas and were fully engaged in age and stage appropriate experiences. Some spaces within the main playroom could be further developed to ensure they were consistent with the high-quality resources provided in the 'messy room' and garden. Additionally, we asked staff to consider how both playrooms were accessible to children throughout the day. This had been identified as an area for improvement, and we encouraged the service to continue with their plans to improve these spaces. This would offer children more challenge and richer experiences across their environments.

Children moved confidently between the indoor and outdoor spaces. The large open space provided children with fun, and interesting experiences. They climbed larger loose parts, played football, and were fully engaged in sensory play at the mud kitchen. They were planting beans and explored nature. These opportunities supported children's choice and gave them access to meaningful resources. 'Children told us, 'Look we have found a caterpillar, we're going to put him in the bug hotel, he needs mud' and 'We don't want the spiders to get him, do we?'

Children were encouraged to regularly risk assess their play spaces. Staff undertook the appropriate checks in playrooms and outdoors which effectively highlighted hazards and appropriate actions to minimise potential risks to children. Staff used a risk benefit approach with children which resulted in children learning how to keep themselves and others safe.

Staff implemented infection, prevention, and control routines to minimise the potential spread of infection. Equipment and resources were clean, and children were confident in their hand washing routines. We found the playroom and toilet floors were visibly unclean. An external cleaner managed the cleanliness of these areas, and we shared our concerns with the manager. They had identified this as part of their quality assurance processes and were collaborating with the local authority to ensure appropriate action would be taken. Children's intimate care was undertaken in a room within the school; this space was shared with school children, and we found the nappy change unit needed a clean. Once addressed, this will contribute to children experiencing clean and safe environments.

## 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

The manager had been in post for just over a year. They were visible, approachable, and supportive. Effective leadership meant the staff team felt listened to, valued and empowered to take on different leadership roles. As a result, the staff team had formed respectful relationships and worked well together to provide positive outcomes for children and their families.

A realistic improvement plan with outcome focused targets was driving forward nursery developments. Parents were kept up to date on progress through a visual display of how targets were being met displayed in the nursery cloakroom. Children and families were asked their feedback on a range of activities and initiatives. Staff attended regular meetings with the manager to review their progress with current priorities and future improvement plans. This resulted in everyone within the service being involved with ongoing improvement work and contributed to the positive ethos and sense of shared purpose and vision.

Children and families benefitted from self-evaluation and quality assurance processes that ensured sustained and positive outcomes. The manager had taken significant steps to embed a sense of commitment to continuous improvement. They were aware high-quality support, play and learning needed to be at the heart of the service. Monitoring of practice, planning and the environment, with supportive feedback was helping to influence positive change. Additionally, the staff team valued the support they received from the local authority. For example, with tracking children's learning and visible planning approaches. We encouraged the service to continue to build on these systems to help them to continually improve and provide high quality outcomes.

**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 key question as very good.

**Quality indicator 4.3. Staff deployment**

Staff were warm, friendly, and calm in their approach towards the children. It was evident they respected children's views and encouraged them to voice their opinions throughout our visits. This demonstrated to us children were loved, valued, and respected by the staff team.

The deployment and levels of staff within the setting were appropriate to ensure effective care and support for children. The small staff team deployed themselves in a way that promoted positive experiences for children which enabled them to respond to children with care and attention. Staff communicated well with each other when tasks took them away from their responsibilities. As a result, children benefitted from effective engagement and supervision from staff. This contributed to the happy and confident children we observed throughout the inspection.

The staff worked very well together which enabled them to be flexible to meet the needs of the children. They demonstrated a range of skills, knowledge, and experience. They confidently told us of training they had participated in and how this learning had improved outcomes for the children. As a result, they were developing professionally, had grown in confidence and were committed to providing children with very good outcomes.

Families were kept informed of who was caring for their children through written updates and a staff photo board in the nursery cloakroom. This helped families to become familiar with staff caring for their children. Unplanned absences were managed well which meant disruption to children's routines was minimised.

Newer staff within the service were very well supported by the existing staff team. Effective mentoring contributed to them feeling confident in their roles and responsibilities. They told us, 'Everyone is very helpful, supportive and approachable', 'I've come from a different setting, so I've brought different ideas and everyone has welcomed them' and 'I love it here'.

Families held the staff team in high regard, their comments included, 'The staff really know the children making an anxious parent feel very confident knowing their child is kept safe, respected and nurtured', 'The staff clearly are receptive to the children's ideas and interests throughout their experiences', 'The staff in the nursery are an absolute credit to the school and have provided my child with an amazing springboard into their primary education. I am very grateful for all they have done for my child' and 'I absolutely love Viewlands nursery and all who work there'.

**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?	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?	5 - Very Good
4.3 Staff deployment	5 - Very Good



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