

Reston Primary School Nursery Day Care of Children

Reston Primary School
Reston
Eyemouth
TD14 5LD

Telephone: 01890 761 205

Type of inspection:
Unannounced

Completed on:
19 June 2025

Service provided by:
Scottish Borders Council

Service provider number:
SP2003001976

Service no:
CS2003017379

About the service

Reston Primary School Nursery is registered with the Care Inspectorate to provide a day care of children service to a maximum of 22 children at any one time between the ages of 3 years and entry into primary school.

The nursery is situated in an annexe attached to the primary school providing early learning and childcare. Reston is a rural village in the Scottish Borders. The nursery comprises of a playroom with kitchen area and children's toilet and nappy changing facilities. The playroom has access to a outdoor space and the larger school playground.

About the inspection

This was an unannounced inspection which took place on 17 and 18 June 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 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 using the service;
- reviewed feedback from parents whose children attend the service;
- spoke with management and staff;
- observed practice and staff interactions with children;
- 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 were happy, confident and having fun within the setting.
- Interactions between staff and children were warm, caring, and respectful.
- Children's health and wellbeing was enhanced through daily access to outdoor play.
- Self evaluation and quality assurance processes were beginning to promote positive outcomes for families.
- Effective staff deployment supported positive outcomes for most 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's wellbeing and experiences were supported by staff who provided warm, caring and nurturing approaches. Through these interactions, staff fostered a sense of security, built confidence and actively promoted the building of meaningful relationships among the children. Staff clearly knew children in their care well and the support needed to help them engage in their play and settle the nursery environment. Staff read their cues, providing support for wellbeing when needed, as a result, children felt safe and secure in the setting.

Snack times provided children with the opportunities for independence and to develop self-help skills. They prepared and served their own food, poured their drinks and tidied up. Children enjoyed this nurturing time as they laughed and chatted with the staff member. However, there were limited opportunities for children to choose their food or develop their independence skills at lunch times. Leaders agreed to review this and ensure it was a calm and nurturing experience for all children.

Personal plans contained relevant information about children's individual needs and preferences. This was gathered in partnership with parents and reviewed regularly. Some children had plans which included strategies used by staff to provide individual children with further support. Staff should review this process to include all children who needed any element of support in the setting. This would enable them to monitor more accurately how support was impacting on positive outcomes for individual children.

Older children who were transitioning to school told us that they had been to visit and were excited about starting school. Transition to primary school had been well arranged and books and information for parents was available to enable children to share their emotions around this move. Most 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's general health and wellbeing was well supported through good procedures for recording and using information about individual allergies or intolerances. Where there were accidents or incidents these had been recorded and information shared with parents. Medication was stored appropriately and paperwork contained information around children's signs and symptoms. Moving forward the service should ensure paperwork is fully completed, this should include the expiry date of the medication.

Quality indicator 1.3: Play and learning

Children were confident and had fun through a variety of play, learning and development opportunities which promoted their choice, creativity and imagination. Experiences included arts/crafts, construction, storytelling, loose parts and imaginative play. The variety of spaces and resources on offer provided quality play, learning and development experiences.

There were occasions when the impact of gather time impacted on children's routine and their right to choose. Staff have agreed to reflect on these times and make positive changes.

Staff used skilled interactions and questions to support and extend children's thinking and understanding. They supported developing language, literacy and communication skills by introducing new words, recalling past events and talking with children about their play. They naturally introduced mathematical language into the children's experiences. Literacy and numeracy opportunities were beginning to sustain children's learning across the setting, with some materials in play areas supporting children's learning. As a result, children were developing a broad range of lifelong skills.

Children were given ownership of their play and encouraged to be independent. Staff supported them to lead their play and make choices at their own pace. We found that the children's voice was highly valued and staff listened to their ideas and suggestions. Staff used intentional and responsive planning, however, responsive planning had not been updated for sometime and no evaluations were recorded. Therefore, it was difficult to track how staff were supporting children's emerging interests or extending their learning. All staff should contribute to the planning cycle and make consistent links to children's individual observations, this would ensure children's learning was progressed and challenged.

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 benefited from a setting that was well furnished, comfortable and homely. Staff had worked hard to create an environment where children felt welcomed. Children could rest and relax when they wanted to, with a number of calm, quiet spaces available. Real life items enhanced the homely feel of the playroom. This gave children a strong message that they mattered.

Children experienced an exciting and stimulating environment. Staff provided play provocations, which contributed to children being excited to explore their environment. Play areas had been de-cluttered. This meant well considered resources, including natural items, loose parts and real-life materials supported learning and were accessible to children both inside and outside. Resources were displayed to interest and engage children, located at their height, which promoted ownership of their chosen play experiences.

Improvements had been made to the outside environment. The removal of a shed meant that there was more space for children to move around freely. It was well-resourced and children had opportunities to develop their imagination and creativity, alongside opportunities to develop gross motor skills, through carrying, digging, running and riding their scooters/bikes. Children were engaged and enjoying their time in the outdoor area.

The garden was fully enclosed and children were confident in accessing the outdoor area. The gates used to access the nursery area had been heightened. Consideration should be given to ensuring children's safety by changing the position of the slats on the gates. The Local Authority agreed to review this. Procedures to ensure children's safety before they access the outdoor area should be reviewed, this would ensure that staff create a safe place for children to play.

Infection prevention and control measures were in place. Handwashing was taking place at appropriate times, but at times this was not always supervised by staff. Surfaces were cleaned before and after use. The service had been proactive and responsive to suggestions we made about storage of the bed mats and mops. The service agreed to review the hand washing routine before children access their lunch. This would minimise the risk of infection spreading within the service.

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

Quality assurance systems and an improvement plan were in place that supported the development of the service. A quality assurance calendar had been developed and was broken down into monthly tasks. To further develop quality assurance the service should evaluate the improvements and evaluate the impact that it had on outcomes and experiences for children.

Policies and procedures were being reviewed and made relevant to the service. These were taking good practice notes and staff comments into consideration.

The staff promoted an inclusive ethos based on positive relationships and nurture. This resulted in a welcoming, warm and supportive environment for children and their families. Parents were encouraged into the service at pick up and drop off times. Newsletters and consultation events helped families feel valued and involved in their child's journey. Showbie provided an online platform for families to view their child's learning through observations and next steps. This meant families were kept informed of their child's progress and were meaningfully involved in the life of the service.

Self-evaluation was being further developed and leaders should include staff's ideas, suggestions and opinions. This would create a feeling of value, and ensure staff feel included on the improvement journey. Formalising team meetings would enable staff to take on further responsibility, be accountable and have time to reflect on their practice and contribute to the on-going improvements within the service.

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

Children were cared for by committed and enthusiastic staff. Staff were responsible for ensuring play areas looked inviting and were well resourced, contributing to high quality learning experiences for children. Staff were happy in their roles and were keen to provide a nurturing and caring environment where children had fun together.

Staffing levels and deployment were satisfactory and met the needs of most children. Therefore, the area for improvement around staff deployment is met. However, the service had agreed to review the lunchtime routine to ensure effective supervision and promote a social experience.

The staff team were respectful of each other. They were passionate and enthusiastic about their roles within the service and worked well as a team. Staff shared their knowledge, skills and strengths with each other to promote good outcomes and experiences for children.

Staff felt well supported by each other and by management. Professional reviews had taken place and this identified strengths and any training needs required. Staff said they felt valued and their wellbeing was supported. Staffing had gone through a period of change but was now stable. This consistency supported families to develop positive relationships with staff and promoted effective information sharing. Staff used effective methods of communication to share information with each other about children to ensure their needs could be fully met.

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 support all children to experience consistent, quality interactions, the provider should ensure that staff deployment takes into consideration the space, routines and individual needs of children. Staffing levels should support and contribute to children's safety, wellbeing and overall early learning experience.

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

'I am protected from harm, neglect, abuse, bullying and exploitation by people who have a clear understanding of their responsibilities' (HSCS 3.20).

This area for improvement was made on 25 April 2024.

Action taken since then

The service had employed a third member of staff. This supported children to have free-flow to the garden area, consistent interactions and contributed to children's safety, wellbeing and overall early learning experience.

This area for improvement is 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?	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

To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and help services to improve. We also investigate complaints about care services and can take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

You can also read more about our work online at www.careinspectorate.com

Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

Find us on Facebook

Twitter: @careinspect

Other languages and formats

This report is available in other languages and formats on request.

Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànan eile ma nithear iartras.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿੱਚ ਉਪਲਬਧ ਹੈ।

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.