

# Gallatown Nursery Day Care of Children

Rosslyn Street  
Kirkcaldy  
KY1 3AB

Telephone: 01592 583 483

**Type of inspection:**  
Unannounced

**Completed on:**  
18 June 2025

**Service provided by:**  
Fife Council

**Service provider number:**  
SP2004005267

**Service no:**  
CS2003015886

## About the service

Gallatown Nursery is a daycare of children service provided by Fife Council. It operates over two buildings which are one storey. All rooms have direct access to the outdoor areas.

There is a mix of full days and sessional care. The service is registered;

1. To provide a care service to a maximum of 141 children at one time, aged from 2 years to an age to attend primary school, of whom no more than 30 may be age 2-3 years.

2. Adult:child ratios will be:

\*2 - 3 years - 1:5

\*3 years and over - 1:8 if the children attend more than 4 hours per day, or 1:10 if the children attend for less than 4 hours per day.

3. The manager is also the manager of CS2003015930 Fair Isle Family Nurture Centre, Fair Isle Road, Kirkcaldy KY2 6EG.

## About the inspection

This was an unannounced inspection which took place on Monday 16 June 2025 between 08:30 and 17:00, Tuesday 17 between 08:00 and 17:45 and Wednesday 18 between 08:00 and 17:45. 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 a number of children using the service and nine of their parents/carers. We also received five responses to our electronic questionnaire
- spoke with 20 staff and management
- observed practice and how children were supported with their routines, play and learning
- reviewed documents
- spoke with visiting professionals.

## Key messages

- Children benefitted from the warm, caring approaches of staff that met their needs, rights and choices.
- The outdoor area had been developed to offer children spacious areas to play. They benefitted from physical play, exploration and using their imagination which supported their overall wellbeing.
- The deployment of staff, including senior leaders, should be improved to provide a fair and equitable approach that helps staff to meet children's needs, rights and choices consistently.
- Quality assurance systems could be developed so staff have opportunities to discuss feedback and agree action plans.
- Established relationships with parents supported partnership working.

## 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?	5 - Very Good
How good is our leadership?	4 - Good
How good is our staff team?	3 - Adequate

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 on positive outcomes for children.

### Quality Indicator 1.1: Nurturing care and support

The value base of staff was evident in their practice as they had created a child centred approach. The positive ethos within the service meant that a culture of respect and inclusiveness was embedded in practice. As children experienced positive interactions from staff they had formed close attachments with them. They benefitted from their nursery experience as we saw how cuddles and affection supported their emotional well-being. As children played, it was evident they had developed nice friendships with each other. They had a sense of belonging as they felt welcomed, valued and safe in the setting. Parent's shared "Staff are friendly and approachable. We are given a warm welcome to nursery each morning and I know that I can discuss any questions/concerns I may have about my child with not just his key worker but any of the staff in the room."

A range of information was gathered about children which gave an overview of their needs. At times staff found these difficult to maintain as they did not always have enough time to complete them. We found that not all documents were dated, signed and reviewed. For example, risk assessments had not been updated to reflect changes that affected children. To support consistency across the service, the manager advised plans were in place to streamline the system. This should make the maintenance of records more manageable for staff.

Staff recognised the importance of partnership working and used home visits to help build relationships with families. These enabled information to be shared which helped staff get to know children and plan for their care. This meant children experienced a consistent approach to their care. Parent's shared "They (staff) understand the children's needs wishes. The nursery is family orientated. We are updated about our children's progression within the nursery. The staff are all very welcoming and polite and very knowledgeable about children's development."

Communication with families and other professionals meant partnership working with parents and other agencies was established. Meetings and reviews enabled almost all children's progress and development to be discussed with 'next steps' identified. As a result, staff talked knowledgeably about the needs of children and how they were supported and met. However, in some instances, we identified there had been missed opportunities to fully support children. For example, delays in following up planned courses of action which would help children receive the support they needed. We also asked staff to consider targets for children as in some cases they were too broad. They should be more specific which should enable children to have positive outcomes.

Staff were aware of their responsibilities in respect of safeguarding. However, we identified that they did not always have information which would enable them to fully support children and families. The manager should work with staff to agree what information will and will not be shared about children's lived experiences while maintaining their confidentiality. This will ensure the right people have the right information to keep children safe and protected.

Children had a positive snack and meal time experience. They benefitted from and enjoyed the social aspect of meal times as they chatted with friends and staff. In particular, snack time routines had been used to

enable children to develop their life skills. We saw that children had developed confidence in their abilities as they served themselves and tidied up when they were finished. To further develop their independence and life skills, we asked that children were involved in the preparation of snack.

### **Quality Indicator 1.3: Play and learning**

We evaluated this quality indicator as very good, where major strengths impacted on positive outcomes for children.

Children benefitted from well organised environments where a range of activities supported their development and interests. This enabled children to lead their play both indoors and outdoors. Open ended resources helped children use their imagination, curiosity and investigation. As staff responded positively to them, children benefitted from their play being extended. For example, developing more challenging obstacle courses to support their physical development. As a result, children learned to problem solve which helped them develop confidence in their abilities. We saw children were busy, had fun and spent long periods of time at activities. During their play children said "I've made a tank." And "I'm going on my holidays."

Direct access to the outdoor area and wider community meant children had opportunities to play in the natural environment. Children were enabled to take risk in their play and developed life skills as they followed instructions. Initiatives meant children had been involved in environmental activities which helped the service achieve their green flag. They had learned about their community as they benefitted from real life experiences. For example, being involved in litter picks. As a result, children understood ways to care for the environment.

Staff responded to children's interests and provided resources to support their learning. Their enthusiasm meant children felt listened to and valued as staff supported their choices. Opportunities to develop literacy and numeracy were included in all activities. We saw children singing, being encouraged to retell stories and being supported with concepts such as heavy and light. Parents shared "The nursery is child led and I know that they explore the interests shown by the children in the class. This has included visiting a local church to look at the stained glass windows as the children showed an interest during world religion week." And "We have also taken part in family learning offered by the nursery. We very much enjoy the Bookbug sessions."

Observation and review helped monitor children's progress, development and learning. Along with parents, staff identified 'next steps' which supported children's continued progression. To help children have positive outcomes, we suggested that in some instances, examples of how 'next steps' could be achieved should be detailed. Parent's shared "I have had opportunities to look through and discuss my child's learning journal at nursery regularly with his key worker (and I know I can ask to see it at any time). His key worker discusses the goals/objectives she believes will be beneficial for my child and I have been fully included in this with my opinion being valued."

## **How good is our setting?**

**5 - Very Good**

We evaluated this key question as very good, where major strengths impacted on positive outcomes for children.

### **Quality indicator 2.2 - Children experience high quality facilities.**

Staff had created a safe, welcoming and well organised environment for families. As it was was inviting, children had a sense of belonging as they knew they mattered. Cosy areas were available which ensured they could also have quiet time to rest if they wanted to. We saw that children had positive experiences as

staff listened to them and supported their choices. They influenced the pace of the day as staff were responsive to their wishes. Parents shared "The nursery feels very safe for the children as there are two locked doors on entry. The outdoor spaces are also secure. The nursery is well maintained and I have no concerns."

Resources and toys were arranged so that children could choose what they wanted to do. The layout meant children had space to develop their games and play as they could move resources around. Parents said "They (service) have regular activities and experiences that the children can do if that is arts and crafts or exploring outside and using nature to really hence the children's experiences of nature."

Children benefitted from direct access to enclosed, outdoor areas for play. Staff had recently developed the areas which offered children a variety of play experiences. Opportunities were available for physical activities, experiments and using their imagination. Playing in the natural environment, promoted children's well-being as they benefitted from fresh air and exercise.

We were satisfied that the environment was well ventilated, clean and hygienic. Hand washing was promoted at key times indoors. Now the outdoor area had been developed, the service was considering ways to introduce hand washing outside. We advised that communal basins should not be used. Risk assessments and daily checks were used to promote a safe environment. To be more effective, they could be completed in more detail to demonstrate how risks were minimised. In addition individual risk assessments for children could have more context. For example, the flags used at the beach were not included as a way to promote safety.

Staff were security conscious as they ensured they accounted for children throughout the day. Safety measures included a secure door entry system and high handles on doors. These kept children safe as staff knew who were in the building and prevented children from leaving the playrooms. We were satisfied that children's information was safely stored.

## How good is our leadership?

4 - Good

We evaluated this key question as good, where several strengths impacted on positive outcomes for children.

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

The vision values and aims of the service were displayed and used in practice to provide a positive ethos within the setting.

A range of formal and informal systems were in place to evaluate the work of the service. These included monitoring, audits, parent feedback and staff consultation. There were different views between the leadership team and some of the staff team in respect of the systems used for some aspects of quality assurance. Staff shared there were "Weekly Quality assurance tasks which help score areas which need more development but rarely we are given time to act on anything. It feels like a paperwork task and not something relevant." And "Recently staff were observed in the room by management with no indication that they were doing so, most staff received a lot of negative feedback with next to no positives. Some staff myself included never received any feedback on my practice to reflect on." We asked the leadership team to work closely with staff to agree a shared understanding of how they will be supported in their work. For example, establishing consistent open and professional dialogue that motivates and includes everyone.

Sharing feedback in a constructive way and implementing agreed action plans following quality assurance activities. **(See area for improvement 1).**

An improvement plan was in place for the service. Progress was reviewed to assess the impact and outcomes for children. In addition, audits were carried out to monitor aspects of the service. These, for example, resulted in medication being well managed as it followed best practice guidance.

A detailed timetable was in place which outlined all groups and activities planned for staff. This included, attending groups and time for completing paperwork. There was a mix of staff views about their experiences of using this. Some staff found this to be overwhelming. They shared "We often do room standards where as a team we traffic light areas. If any red or amber these get worked on. However these often get completed and then there is not enough given to make the changes. This is the only form of self evaluation I feel I am part of." And "I am fully involved in self-evaluation through a variety of methods should it be responsive to current guidelines e.g. part of working group for analysing medication document or as part of ongoing improvement." We asked the leadership team to reflect on the plan in place and consider the impact on some staff. We suggested prioritising key tasks such as completing children's personal plans and completing professional review and development meetings.

Parents and children had the opportunity to share their views about the service. For example, parents could influence topics for some of the groups that were run. They shared "We have participated in events such as the one planet picnic to help the nursery achieve their green flag." They also gave feedback about any events they attended. Children shared their views about their learning and contributed ideas for the development of the outdoor play spaces.

### Areas for improvement

1. To improve outcomes through quality assurance, the leadership team should work with staff to agree how they will be supported in their role. Monitoring should clear, give constructive feedback with agreed action points. Follow up should be scheduled to support ensure action points have been achieved.

This is to ensure that care and support is consistent with Health and Social Care Standards (HSCS) which states: 'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19).

### How good is our staff team?

### 3 - Adequate

We evaluated this key question as adequate, where there are some strengths, these just outweigh weaknesses.

#### Quality Indicator 4.3: Staff deployment

Children benefitted from a range of staff skills and experience within the team. Staff were committed to professional development and used training and best practice guidance to keep up to date. Children were supported with dignity and respect because all staff across the setting used a rights based approach. We saw that interactions were warm, kind and compassionate and children were listened to.

Within each room, staff felt they worked well together as a team. They communicated with each other so areas were appropriately supervised. Newer staff felt supported, but not everyone had had a mentor. There was a mix of views about the induction process. A few staff shared they did not have meetings to discuss

how they were getting on. Moving forward, time should be protected for staff to have the time to talk about their progress. It would enable them to develop their skills and knowledge by identifying learning they would benefit from.

There were several differences between the support offered across the two buildings and the different attendance patterns of children. For example, some staff told us that leaders were not as visible in the extended day provision and mainly spent their time in the other building. A few staff had identified key points in the day when they would benefit from further support. They shared between 16:00 and 18:00 could be a challenge if concerns arose, about children's health, safety and welfare. The current system in place to contact someone could be more robust to ensure they get advice and support when needed. More careful consideration should be given to ensuring there is a fair and equitable approach to deploying staff, including senior leaders. This includes considering the roles and responsibilities of some staff and offering guidance and support when this is needed most. **(See area for improvement 1).**

Consideration should be given to the roles and responsibilities of some staff. It should be ensured their time is managed so that they support the staff team as needed. For example, attending planning meetings so all staff are consistently supported.

## Areas for improvement

1. To ensure all staff are supported and children have positive outcomes, arrangements should be put in place so there is a fair and equitable approach to deploying staff across the day. This should include leaders are more visible in the extended day provision. More formal systems need to be in place should staff need support at the end of the day.

This is to ensure that care and support is consistent with Health and Social Care Standards (HSCS) which states: "I am supported and cared for sensitively by people who anticipate issues and are aware of and plan for any known vulnerability or frailty."

## 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	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?	4 - Good
3.1 Quality assurance and improvement are led well	4 - Good
How good is our staff team?	3 - Adequate
4.3 Staff deployment	3 - Adequate

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