

# Ceres Primary School Nursery Day Care of Children

St. Andrews Road  
Ceres  
Cupar  
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**Type of inspection:**  
Unannounced

**Completed on:**  
1 June 2023

**Service provided by:**  
Fife Council

**Service provider number:**  
SP2004005267

**Service no:**  
CS2003015915

## About the service

Ceres Primary School Nursery is registered to provide a care service to a maximum of 30 children from three years up to an age to attend primary school at any one time. The registered areas include the school building and play areas and nursery building and enclosed play areas.

The service is provided from a separate building in the grounds of Ceres Primary School within the small community of Ceres in the north-east of Fife. It consists of an entrance hall, one large playroom and toilet facilities. There is a fully enclosed and inviting outdoor play space which is accessed directly from the playroom.

## About the inspection

This was an unannounced inspection which took place on Thursday 1 June 2023 between 08:30 and 17:15. 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:

- spent time with the children using the service
- received feedback from eight of their family members
- spoke with staff members and management
- observed practice and daily life
- reviewed documents.

## Key messages

- Staff were kind and caring towards the children and they had built loving and nurturing relationships with them.
- Children's interests and voice were meaningfully listened to and respected by staff.
- Children's interests and learning from home were valued by the staff and were used to plan for meaningful experiences in the setting.
- Children benefitted from meaningful links with the local community.
- The outside and inside environment supported children to lead their own learning.
- Children benefitted from a staff team that were passionate, motivated and driven to continually improve experiences.
- Quality assurance approaches were improving outcomes for 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?	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

Staff used warm, kind, caring and nurturing approaches to support children. Children and staff enjoyed spending time together, laughing and chatting with each other as well as enjoying cuddles when this was needed. Staff smiled when they greeted children and were keen to hear about their day. This helped children feel loved, supported and valued. One parent told us, "The staff are warm, friendly and make parents feel very welcome in the nursery". This showed children and families had formed strong attachments with staff.

Children had detailed personal plans in place which included their likes, dislikes and information about their care needs. Parents told us that they felt meaningfully involved in plans to support their child. One child had information in their plan about liking dinosaurs, we saw evidence these resources were available. Staff spoke confidently about the support in place for all children. This meant that children were listened to, respected and supported to reach their full potential.

Meals were healthy, nutritious and followed best practice guidance. Children chose when they had snack and were involved in preparing foods. This supported children's independence. Staff sat with children and had meaningful conversations as they ate. When finished, children were able to freely explore the natural environment. Staff used these experiences well to build strong and trusting relationships.

The lunchtime experience was a busier part of the day due to greater numbers of children eating together and engaging in conversation. This meant children's experience was less positive. We suggested staff build on the good practice observed at snack time by introducing rolling lunchtimes to further develop the lunchtime experience. This would ensure that children are developing a healthy relationship with food and enjoy a relaxed and unhurried lunchtime experience.

Appropriate forms and permissions were in place for the administration of medication. Medication was stored appropriately, and all staff were aware of children's medical needs. One child's medication was not labelled appropriately. We suggested that the service develop an audit system to ensure that the medication policy and procedures are followed consistently. This will ensure that children receive the right support at the right time.

### Quality Indicator 1.3 - Play and learning

Children were having fun and playing throughout the session. They moved confidently and freely around the play spaces. This told us that they felt safe in the environment.

The indoor and outdoor play spaces had been very well developed to reflect children's interest and supported them to lead their play. Children explored happily throughout the session. The journey of developing this area was recorded with children in a floor book. This allowed opportunities for children to reflect on their learning with their family and friends.

Staff knew children very well as individuals. They spoke confidently about children's interests and individual next steps. Parents told us that their children loved coming to the nursery and were supported. Children told us that they loved the staff and playing outside. As a result, children felt valued and respected as individuals.

Children's interests and learning from home were valued by the staff and were used to plan for meaningful experiences in the setting. One parent told us that their child had shown an interest in space at home. This was then discussed and extended on by the staff in nursery. As a result, children were supported to reach their full potential.

Meaningful links with the community had been developed. For example, children had recently taken a trip to the village café to have "tea" with the local "Good Companions group". As a result, children felt part of their local community and it was supporting their learning and well-being.

Planning approaches were responsive and reflected children's interests. Floor books and wall displays had been developed to record observations of children's learning and experiences. Children were meaningfully involved in recording their learning. For example, children made marks and recorded their voice on wall displays and in journals. As a result, they were proud to share their learning and achievements with others.

## 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 experienced a setting that was welcoming, comfortable and furnished to a high standard. The entrance and play area were laid out in a way that immediately gave children and families a sense of belonging. The playroom had been developed with feedback from children. It offered children cosy spaces to rest and relax as well as areas to have fun exploring, creating and investigating. Low lighting and soft furnishings were used very well to create a homely environment which was relaxing. One parent told us, "The nursery is simple but thoughtfully laid out, with lots of natural materials and textures. It is a really lovely environment". This gave a strong message to children that they mattered.

Staff set up play spaces that reflected children's current interest. For example, a recent interest in mini beasts meant that there were books and resources available to children to explore further. As a result, children experienced play that challenged their thinking and helped them develop.

Outdoors provided a safe and secure space for children to play and learn. Children took part in creative play, exploration, construction and active play experiences while outside. Further opportunities to promote numeracy and literacy were on offer outdoors. For example, children went on a bug treasure hunt outside to count how many they could find. These interesting experiences meant children were supported in their learning.

Infection prevention and control practices were well embedded across the service. Children and staff regularly washed their hands, in line with good practice. They were confident and familiar with these routines. This minimised the potential for the spread of infection.

Children benefitted from a staff team that valued meaningful real-life experiences such as using real tools and climbing trees. Risk assessments were in place and reviewed regularly. These highlighted most hazards and appropriate actions to minimise potential risks to children and staff. We suggested the service review the risk assessment for the outdoor garden to ensure that it reflects the good practice observed.

## 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

The shared values of responsibility, respect, courage and kindness were evident in staff's interactions with children and guiding the development of the service. Children discussed these values with staff and their words were recorded on a display. This showed children were developing their understanding of the service's values through play and learning experiences.

There was a strong commitment to continuous improvement throughout the staff team. They were passionate about their role and committed to delivering high quality experiences for children and families. For example, feedback was welcomed and encouraged throughout the visit. Any next steps were actioned immediately. This showed children benefitted from a staff team that was striving to provide very high-quality early learning and childcare.

The current improvement plan was focussed on outcomes for children. This put them at the heart of the service. Staff knew the service well and confidently discussed their areas of strengths and areas for improvement. Each member of the team had specific leadership roles that linked to their own strengths. The improvements were led well and impacted positively on the development of rich experiences for children. Staff documented their continuous improvement journey and were able to reflect on their progress. This meant children benefitted from a team that supported them to thrive and flourish.

Quality assurance systems were in place and improving outcomes for children. Regular meetings, monitoring of personal learning journals and reflective discussions gave staff opportunities to improve experiences for children. We suggested the leadership team continue to develop some systems such as an audit of medication to ensure the policies and procedures are followed consistently. This will ensure children's health and well-being needs are well considered.

The staff's values, skills, experience and commitment to improvement resulted in high quality experiences for children.

**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**

Children's needs were met consistently because the right number of staff were available at all times. Staff were proactive in recognising any gaps and supervised children while also spending quality time with them. Staff followed children's lead, and respected their choice. Children chose where they wanted to play and staff ensured effective supervision during these times. For example, when more children wanted to go outside to play, staff would deploy themselves to meet children's preferences.

Staff worked flexibly to supervise children in their play and offer a range of experiences safely. Transitions were seamless throughout the day, such as at arrival and pick up time. Parents were welcomed into the service throughout the session. As a result, children experienced a very calm, nurturing environment.

Staff had established positive working relationships with each other, creating an inclusive, motivated and solution focussed team. Regular meetings and support from senior staff supported shared reflection on practice and the service. This meant that staff felt valued and empowered to grow professionally and provided children with a happy and supportive environment.

The highly motivated staff team worked together to share key tasks and responsibilities. They worked very well as a team by sharing ideas and leadership roles effectively. Staff had worked together to improve many aspects of the service. For example, the garden had continually improved and this journey was documented very well. Staff told us they were listened to, felt valued and were fully aware of their roles.

Children benefitted from having opportunities to develop relationships with all staff in the service. Staff took a shared approach to ensuring all children were supported to achieve their potential. They interacted positively with the children and were very supportive, kind, nurturing and caring towards them. One parent told us, "Staff have built a positive relationship with my child, getting to know them and us as a family well". This showed that children benefitted from positive relationships with families.

**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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