

# Limekilns Primary School Nursery Day Care of Children

8 Dunfermline Road  
Limekilns  
Dunfermline  
KY11 3JS

Telephone: 01383 602 420

**Type of inspection:**  
Unannounced

**Completed on:**  
7 November 2024

**Service provided by:**  
Fife Council

**Service provider number:**  
SP2004005267

**Service no:**  
CS2003015895

## About the service

Limekilns Primary School Nursery is a daycare of children service which is provided by Fife Council. The service is situated in the grounds of Limekilns Primary School, in the village of Limekilns. It is close to local amenities including shops, woodland and the beach. Children benefit from a large playroom, cloakroom space, children's toilets and an enclosed outdoor play area.

The service is registered to provide a care service for a maximum of 34 children at any one time. Those attending the service should be aged between three years to those not yet attending primary school.

## About the inspection

This was an unannounced inspection which took place on Wednesday 6 November 2024 between 08:45 and 15:45. The inspection was carried out by one inspector from the Care Inspectorate. This inspection took place as a response to a serious incident which we were notified about.

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 in the service;
- reviewed digital responses from three families and five staff;
- spoke with two families in person;
- spoke with staff and management;
- observed practice and interactions with children;
- reviewed documents.

**Key messages**

- Staff had developed positive relationships with children and knew them very well.
- Children had opportunities to have fun and explore nature.
- Children were recognised as individuals and supported to achieve their potential.
- Children benefitted from a calm, welcoming environment.
- Staff development was actively encouraged within the service.
- Children were cared for by a dedicated staff team that felt well supported and valued.
- Staff and management took appropriate actions to ensure children were safe and accounted for.

**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 these supported positive outcomes for children, therefore we evaluated this key question as very good.

### Quality Indicator 1.1 - Nurturing care and support

The warm and nurturing approaches experienced by children meant they were relaxed and happy as their wellbeing was supported. Staff had developed positive relationships with children and knew them very well. They were responsive to children's needs and requests, and supported them appropriately. We observed spontaneous cuddles received from children throughout the inspection which demonstrated their strong attachments with staff. As a result, children were happy and relaxed as their overall wellbeing was supported and their needs were being met.

Nutritious snacks and lunches were provided by the service. Children were fully involved in the planning and preparation of snack. They were supported to learn important skills, such as cutting, as they used knives to safely cut cheese and prepare fruit.

Lunch was served in the school dining hall. In response to findings from a recent incident, the management and whole staff team had reflected on lunchtime routines. Thorough systems had been developed to ensure children were safe and accounted for. Children's choice and independence skills were supported as they selected their meals and poured drinks. Good eating habits were promoted for all children. For example, children with packed lunches were provided with a plate to put their food on. Staff sat with children and chatted to them as they ate. This meant that children were safe and well supported as they enjoyed a positive social experience.

Personal plans included the views of children and families. These were reviewed and updated regularly. Staff used this information, alongside information shared informally by families at drop off and pick up time, to support children's routines. Children with specific needs had more detailed plans where relevant information about their needs was recorded. These provided clear guidance on strategies and techniques to support children and promote consistent care. This meant that all children were respected and valued as an individual.

At the time of inspection no children required medication. We were satisfied that appropriate policies and procedures were in place to safely administer, record and share information with families when it was needed.

### Quality Indicator 1.3 - Play and learning

Children benefitted from well considered play and learning opportunities. Staff used observations to plan quality play experiences which promoted children's choice, based on their interests and needs. Children's voices were clearly represented and evident in the planning approach used by staff. Staff told us that the new planning approach was working well. It was child-centred and supported them to respond in the moment, and at a pace directed by children.

We observed children having fun as they were actively and meaningfully involved in leading their play and learning. Staff respectfully supported children as they challenged them to think deeper through the use of effective questioning. They asked open ended questions, gave children time to respond and positively acknowledged children's responses. For example, during snack preparation when many children were keen

to be involved in the discussions and planning. Children showed a sustained interest as staff skilfully facilitated and encouraged children to share their thoughts. As a result, children were busy and engaged as they learned new skills.

Children's learning and progress was recorded through carefully considered observations. This was shared with children and families in journals, floorbooks and attractive displays. Staff met with the nursery teacher to discuss and assess children's progress and identify where support or challenge may be appropriate. This ensured children were being supported and encouraged to reach their full potential.

The local community was well used to extend children's experiences. Weekly visits to the beach or forest school meant children had opportunities to have fun and explore nature. Children told us that they liked going to the beach. When we asked families to tell us about the type of outdoor experiences their child had, one family told us; "lots of garden play takes place in a brilliant garden, also regular (weekly) trips to woods or beach." Outdoor experiences meant children were learning about the benefits of an active lifestyle that promoted their health and wellbeing.

## How good is our setting?

**5 - Very Good**

We found significant strengths in aspects of the care provided and these supported positive outcomes for children, therefore we evaluated this key question as very good.

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

Children benefitted from a calm, welcoming environment that had been well thought out, with children's needs and interests in mind. The organised playroom was thoughtfully prepared and invited children to explore, play and learn. For example, the home corner was set up with interesting items, such as china crockery. There was a good selection of open-ended resources which encouraged children to develop their creativity and problem-solving skills. Restful, quiet areas had been thoughtfully considered to offer children space to rest and relax during the day. Indoor spaces were furnished to a very high standard and were safe, secure and well maintained. This gave a strong message to children that they mattered.

Children's overall wellbeing was promoted with free flow access to outdoors. Children could choose when to play outdoors, respecting their choices and wishes. The garden area had been thoughtfully planned to offer children a variety of exciting play and learning experiences. Children told us that they liked playing outside and that they had fun playing with their friends. There was space for them to develop their gross motor skills and quiet, covered areas where they could rest. The carefully considered layout supported children to lead their play and have fun with friends.

Risk assessments were in place and ensured that children's safety was promoted as potential risks had been minimised. We discussed the importance of reviewing these regularly with staff.

Children were supported to be healthy and safe through effective infection, prevention and control practices. The environment was well maintained, clean, and hand washing routines were embedded in practice. This contributed to keeping children safe and healthy.

## How good is our leadership?

**5 - Very Good**

We found significant strengths in aspects of the care provided and these supported positive outcomes for children, therefore we evaluated this key question as very good.

## Quality Indicator 3.1 - Quality assurance and improvements are led well

Strong and encouraging leadership supported staff to have high aspirations and confidence in their ability to support children reach their potential.

The management and staff team were committed to delivering a quality service for children and families. The manager had a very good understanding that self-evaluation was the responsibility of all involved in the service. They had developed methods of recording staff reflections in a way that worked for the team. For example, a practitioner floor book had been very effective in increasing staff understanding, and provoked honest reflections. Staff told us that they liked this visual way of working as they documented the progress of the service.

Leadership roles empowered staff to develop their skills. The manager protected time in their diary to ensure team meetings were prioritised. This provided opportunities for staff to reflect together and share important information to support children's learning and overall wellbeing. This ensured a clear and consistent approach was effectively communicated. As a result, children were cared for by a dedicated staff team that felt well supported and valued.

The service had created an improvement plan that had been developed through self-evaluation. To further promote partnership working we encouraged them to include the views of children and families in future improvement planning.

Effective policies, procedures and quality assurance processes were in place and supported the development of the service. A positive ethos, and an environment of continuous improvement was promoted and further secured positive experiences for children.

### How good is our staff team?

**5 - Very Good**

We found significant strengths in aspects of the care provided and these supported positive outcomes for children, therefore we evaluated this key question as very good.

## Quality indicator 4.3 - Staff deployment

Staff knowledge and skills were used effectively to ensure children's experiences were positive. Staff communicated very well with each other. They worked together to share key information about children and deployed themselves across the setting to meet the needs of all children. This created a respectful atmosphere and ensured children were safe and engaged in quality play and learning opportunities throughout the day.

Staff development was actively encouraged within the service. Staff had attended training to enable them to meet children's needs and support positive outcomes. They demonstrated a very good understanding that children's experiences and outcomes improve as they develop their own knowledge and understanding. As a result, staff were confident in their roles and in providing quality experiences for children.

Staff wellbeing was a priority for the manager. An open door policy meant staff felt valued, supported and listened to. One member of staff told us, "The headteacher is always available to listen to any concerns or wellbeing issues I have and where necessary support strategies have been promptly put in place."

The manager recognised and valued the importance of ensuring that the service was appropriately staffed at all times. Staff were flexible and breaks were planned to minimise the impact on children whilst making sure staff had time to rest and be refreshed.

There was a clear process for mentoring and supporting all staff by using the skills and knowledge of the whole team. The manager had been using the Scottish Government published Early Learning and Childcare (ELC) National Induction Resource to support all staff development.

Staff knew children well and secure relationships between them had been established. One family told us that staff had made their child, "feel secure and happy, have built strong relationships with her and with us, and I feel completely secure in knowing them well. " This meant that children felt loved in a service where a caring staff team nurtured and supported them.

## 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

The provider should ensure that information held on children's allergies is completed in full, with information on the signs and symptoms as a result of any allergic reaction. This is to allow staff to recognise and act on any reaction for children's continued wellbeing.

This is to ensure care and support is consistent with the Health and Social Care Standards which state that "My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices." (HSCS 1.15)

**This area for improvement was made on 16 November 2022.**

#### Action taken since then

At the time of inspection there were no children with allergies. Staff spoke confidently about routines and processes they had put in place to ensure this information was recorded and accessible to all staff, whilst ensuring children's privacy is protected. We could see that thorough care plans were in place for children and were confident that this area for improvement had been met.

### 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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