

# Torryburn Primary School Nursery Day Care of Children

Main Street  
Newmills  
Dunfermline  
KY12 8SU

Telephone: 01383 602 437

**Type of inspection:**  
Unannounced

**Completed on:**  
23 November 2022

**Service provided by:**  
Fife Council

**Service provider number:**  
SP2004005267

**Service no:**  
CS2003015903

## About the service

Torryburn Primary School Nursery operates a service from two playrooms within the Primary School. It is registered to provide a care service to a maximum of 40 children at any one time from age 2 years to an age to attend primary school. No more than 10 should be aged 2-3 years.

Children have access to a playroom, secure outdoor spaces, community garden and regular trips to the woods, beach, and other local amenities.

## About the inspection

This was an unannounced inspection which took place on 22 November 2022 between 9:00 and 16:15 and feedback was shared with the service on 23 November 2022. 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 24 children using the service and 11 of their families
- spoke with staff and management
- observed practice and daily life
- reviewed documents
- spoke with visiting professionals.

## Key messages

- Children experienced kind, compassionate care, and support from a committed staff team.
- Staff had developed very good relationships with families.
- Parents were very positive about the service.
- Planning approaches were child centred and responsive to children's interests.
- Children were happy, confident, and motivated to play and learn.
- Children benefitted from play and learning opportunities in the wider community.
- Children experienced high quality learning and fun experiences.
- Staff were committed to leading improvements within the service.

## 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 evaluated this key question as very good where significant strengths supported positive outcomes for children.

### Quality indicator 1.1-Nurturing care and support

Children experienced nurturing and compassionate care. Staff were kind, loving, and responsive in their approach which met children's individual needs. Staff worked closely with families, supporting children to feel safe and secure. Parents comments included "My child has a great bond with the staff, "Staff seem to care deeply about children" and "My child is excited to go everyday".

Conversations between staff and children demonstrated high quality interaction which focused on supporting children to develop skills for life. For example, during walks in the woods and wider community, staff extend learning and supported children in understanding the importance of keeping themselves. Children talked confidently about how to stay safe when in the woods, near water or if they saw animals. We could see this practice was embedded in everyday routines. As a result, children were confident to explore the wider environment.

Where children required support with personal care, interactions were warm, caring, and respected children's dignity and choices. For example, staff asked children if they would like help and respected their response. This supported children's emotional health and wellbeing.

Children experienced continuity of care as personal plans were updated regularly with parents and children. This included online journals and in personal learning journals (PLJ's). Information recorded in plans ensured children's needs were met as staff knew children's likes, dislikes, and interests. This meant that they were able to plan and support next steps in learning. Staff recognised the importance of children being able to re-visit learning and share experiences with family and friends. PLJ's and floor books were organised in a cosy space that promoted children's independent access. As a result, children felt they mattered.

Children and families benefitted from a service that valued the importance of partnership working. This included referring to specialist services. Support strategies were reviewed regularly in line with the wellbeing indicators. This meant that everyone who worked with children were included in supporting positive outcomes. Effective information sharing between staff, visiting professionals and families supported children in receiving care that was right for them. Visiting professionals commented on how well staff work with children.

Mealtimes were planned, unhurried, and relaxed. Staff valued this as a time for children and staff to connect. This experience supported children to develop independence skills and make choices. For example, children recorded food choices on the electronic board every day. This allowed all children to make choices about their preferences. This included hearing choices in Polish as the service recognised the importance of inclusion. Child then marked their preference on a picture sheet, promoting early mark making. This experience developed skills in literacy and numeracy through conversations and problem solving.

Children's safety and wellbeing was important as the service had effective systems in place for the management of medication, accidents and incidents and reducing risks.

### Quality indicator 1.3-Play and learning

Children benefitted from inviting and creative play spaces that promoted high quality learning and inspired curiosity through effective planning approaches. Parents told us they were very happy with the nursery as it offered rich learning experiences. Children benefitted from resources that were of a high standard and promoted them to develop skills for life. For example, children were able to make playdough, bake, follow recipes, and use technology. As a result, children learned how to use technology in everyday experiences. This meant that children were developing important numeracy and literacy skills as they led their play.

Staff worked creatively to further extend literacy and numeracy learning within the home. Children borrowed motivational maths bags to share with parents. These focussed on simple activities and engaged parents in supporting learning through everyday experiences in and around the home. The home lending library provided rich literacy activities that extended children's vocabulary. As a result, children developed an appreciation for books.

Children benefitted from a breadth of play and learning experiences that included visits to the beach, woods, parks, and community garden. This meant that they had fun within their community. One parent commented "They provide a rich and diverse learning environment". Children told us they liked to play outdoors, have snack, go to the woods, and visit the community garden. Staff were highly skilled at observing, interacting, and praising children, promoting rich and meaningful experiences. They recognised achievements and celebrated these in planning, personal learning journals and online, which valued children. All parents told us they were extremely happy with the nursery. As a result, families felt valued and included in children's learning.

### How good is our setting?

**5 - Very Good**

We evaluated this key question as very good where significant strengths supported positive outcomes for children.

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

Children were cared for in well-maintained playrooms that benefitted from natural light and ventilation. Playrooms were furnished to a high standard with homely touches, and real materials. This helped children to feel welcomed and included.

Families had regular opportunities to access the family learning area and take part in book bug. This space was calm, cosy and gave a strong message that families were welcome and mattered. All parents commented that the team made them feel welcomed.

The entrance area provided opportunities for learning to be shared as pictures were displayed on noticeboards. This supported parents to feel included in their child's play and learning.

Staff made very good use of facilities within the school, for example the gym hall. On the day of our visit, children had the opportunity to participate in a ball skills group. This supported them to learn in new environments and provided a positive transition from nursery to school. Children also benefitted from regular access to the sensory room, they visited this space regularly which supported their emotional wellbeing.

We were confident staff were clear about their roles and responsibilities in maintaining a high standard of safety and infection prevention and control practices. This included ensuring that children and staff washed their hands at key points. This regular routine helped embed good habits for life and reminded children how washing away germs could help them to stay healthy.

Effective risk assessments were in place to identify and minimise risks to children both indoors and outdoors. Children had leadership roles where they were responsible for many areas of the nursery. This included children being aware of risks in different environments. For example, one child told others about the risks in the woods, who could help and reminded them to 'have fun'. This enabled children have ownership as they played.

We acknowledged a previous requirement had not been met in relation to the refurbishment of the toilet facilities. However, repair work had been carried out to replace broken tiles at the handwashing area. The service had plans with no timescales for wider refurbishment to include toilets, changing area and cloakroom.

We encouraged the provider to ensure this takes place to create well maintained and pleasant facilities for children. We concluded the current facilities were satisfactory and safe for children. Staff managed the use of the facilities well. Therefore, we have not continued the requirement.

## How good is our leadership?

5 - Very Good

We evaluated this key question as very good where significant strengths supported positive outcomes for children.

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

To reflect the views of children, parents, and staff the service had clear aims, visions, and values. This had created a positive ethos. As a result, all children were happy and making progress at a pace that was right for them.

Regular communication with families took place either online or face to face. Parents told us "The communication between staff and parents is very good", "Every day staff share what children have been learning", "Our experience with the nursery is extremely positive". This contributed to the positive and supportive relationship's families had built with the service.

Quality learning through play, in nursery, at home and the wider community was at the heart of the nursery development plan. Staff led on creating their improvement strategy that reflected the value of working with parents and using technology to enhance learning. Staff took on specific leadership roles and worked together to share responsibility in their improvement journey. This included sharing children's progress with parents termly, evaluating developments and creating an action plan. All staff told us they felt supported, as management and staff had created conditions where all staff felt confident to share ideas and initiate well-informed change.

The service had developed strong working relationships with children and families and used a variety of ways to gather views. For example, questionnaires, forms, informal chats and post it notes. This helped inform the development of the service and supported parents to feel involved in their child's care, play and learning.

Children benefitted from a service that embraced a culture of continuous improvement. We found that staff had created a highly effective model of self evaluation. For example, they evidenced use of best practice guidance 'A quality framework for day care of children, childminding and school aged childcare'. This included reflective discussions about children's experiences, recording evidence and actions to ensure a high standard of care, play and learning. Staff told us they liked using the framework and how it was written. As a result, they engaged in meaningful and successful cycles of improvement. Their simple but innovative model of self-evaluation was shared as an example of best practice.

## How good is our staff team?

**5 - Very Good**

We evaluated this key question as very good where significant strengths supported positive outcomes for children.

### Quality indicator 4.3 -Staff deployment

Children benefitted from favourable staffing levels and a staff skill mix that was effective in supporting their interests and choices. For example, staff recognised when children needed support to access the provision and resources out with a group of peers. As a result, children were supported to regulate their emotions and complete tasks.

Staff were dedicated to improving outcomes for children and families. There was a real sense of a shared vision and a culture of valuing partnership working. This meant that children benefitted from a team that were committed to delivering high quality experiences.

Staff knew each other's strengths. This, together with their professional knowledge of children's needs and interests, ensured they deployed themselves seamlessly and effectively. Staff genuinely cared for children and each other. For example, to ensure children had access to outdoors for the full session staff were deployed to ensure children's safety. The team were mindful of this and how the weather may impact on staff wellbeing. As a result, staff rotated around the play spaces.

Staff worked well together and were supported by the wider management team. Staff told us they enjoyed working in the service as they felt valued. As a result, they were able to contribute to developing the service as there was a culture of inclusion. This meant that children benefitted from a staff team that respected their rights to high quality play and fun.

Building positive relationships was a priority for the service. Younger children and families benefitted from a home visit before starting nursery. This helped staff get to know children and ensured they were fully involved in planning for individual needs and wishes.

A detailed handbook supported all staff. This included important information about the service, linked to best practice guidance, policies and included the national induction resource. We found this an effective document that focussed on supporting all staff. New staff told us how they felt supported to develop their practice through the mentoring arrangements within the service. This meant that they felt included and developed their skills with support at a pace that was right for them.

Staff were committed to continuous professional learning. One member was completing an additional qualification in childhood practice. Other members of the team had taken part in a wide range of training which supported them to develop the high-quality provision and experiences. For example, two staff had completed the 'Quality Curriculum' course through the local authority. They were able to share learning and reflect on the impact this had on the environment and outcomes for children.

Children benefitted from a very good service that valued their rights to play and have fun through quality interactions, positive relationships, a reflective staff team and high-quality provision. As a result, children, parents, and staff were very happy at Torryburn Nursery.

## 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

## 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](http://www.careinspectorate.com)

## Contact us

Care Inspectorate  
Compass House  
11 Riverside Drive  
Dundee  
DD1 4NY

[enquiries@careinspectorate.com](mailto: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 iarrtas.

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 ਵਿਚ 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.