Newburgh Primary School Nursery
Day Care of Children

Cupar Road
Newburgh
Cupar
KY14 6HA

Telephone: 01334 659 431

Type of inspection:
Unannounced

Completed on:
4 November 2025

Service provided by:
Fife Council

Service provider number:
SP2004005267

Service no:
CS2003015907

About the service

Newburgh Primary School Nursery is a daycare of children service which is provided by Fife Council. The service is situated on the same site as the primary school in the town of Newburgh. Children benefit from a large open plan playroom with kitchen, quiet cosy spaces, cloakroom and children's toilets. The enclosed outdoor area provides children with direct access to outdoor play and learning opportunities. A second playroom is situated within the school building, at the time of inspection this area was not in use.

The service is registered to provide a care service to a maximum of 56 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 Monday 3 and Tuesday 4 November 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 and complaints information, information submitted by the service and intelligence gathered throughout the inspection year.

To inform our evaluation we:
- spent time with children and spoke to two of their family members
- received two completed questionnaires from families
- spoke with staff and the management team
- assessed core assurances, including the physical environment
- observed practice and daily life
- reviewed documents.

As part of our inspections, we assess core assurances. Core assurances are checks we make to ensure children are safe, the physical environment is well maintained and that a service is operating legally. At the time of this inspection, no improvements were identified relating to core assurances.

During this inspection we 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 enjoyed a range of activities and were busy and having fun.
- Staff interactions were kind, supportive and helped create a warm and caring atmosphere.
- Effective questioning supported children to extend their thinking.
- Staff leadership roles had been carefully considered and were meaningful.
- Considering the views of all stakeholders could further support self-evaluation.
- Lunchtime routines should be reviewed to ensure all children benefit from positive dining experiences.

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

Leadership	4 - Good
Children play and learn	4 - Good
Children are supported to achieve	4 - Good

Further details on the particular areas inspected are provided at the end of this report.

Leadership 4 - Good

We evaluated this quality indicator as good, where there were important strengths within the setting's work and some aspects which could benefit from improvement.

Leadership and management of staff and resources
The vision, values and aims of the service were being reviewed to ensure they accurately reflected high aspirations for children, families and the wider community. Staff had begun gathering the views and voices of children as a starting point. This demonstrated a clear commitment by the leadership team to understanding what mattered most when meeting the needs of children and families.

Systems for self-evaluation and quality assurance were in place. Regular staff meetings supported reflection and sharing of key information, and promoted consistency across the team. However, there was limited evidence of involvement from staff, children or families in wider self-evaluation. The team were exploring new ways to gather family feedback, such as opportunities at parent events, to strengthen improvement planning. Considering the views of all stakeholders would demonstrate how children and families were at the heart of the service. It would also ensure they were meaningfully involved in identifying future development priorities.

Staff had clear leadership responsibilities which were linked to improvement planning. These roles had been carefully considered to ensure they were meaningful and purposeful. Some staff shared examples of how their training had influenced practice. For example, Kodaly sessions had been introduced to further promote children's literacy skills. This supported a culture of professional learning and continuous improvement, and further promoted positive experiences for children.

The leadership team understood the importance of maintaining appropriate staffing levels to meet the needs of children. Children and families benefitted from a stable and consistent staff team, with some staff having worked in the setting for a significant period. Effective induction processes, including use of the 'Early Learning and Childcare: National Induction Resource' and assigned buddies, ensured new staff were well supported. This approach equipped staff with skills and knowledge needed to provide quality care and support for children.

Children play and learn 4 - Good

We evaluated this quality indicator as good, where there were important strengths within the setting's work and some aspects which could benefit from improvement.

Playing, learning and developing
Children were busy, having fun and were engaged in their play. Staff knew them very well and had a good understanding of how children learn and develop. Interesting prompts and curiosities both indoors and outdoors supported children to be involved and enjoy their learning. For example, children confidently described making playdough and told us they liked doing this. We later observed them using the playdough they had made as they enjoyed imaginative role play with friends. These opportunities supported children's creativity as they engaged in meaningful play.

One family told us, "[staff] are very attentive to the children and do lots of different activities to prevent them being bored." When we asked about the most positive aspect of the service they went on to say, "The friendly staff and range of activities."

Children's learning was well supported by staff through the use of effective questioning. For example, whilst on a community walk staff followed the child's pace as they explored the world around them. They chatted to children, asking and answering questions to support children's learning and deepen their understanding. Free-flow access to enclosed and secure outdoor spaces promoted children's choice and independence. Staff were encouraged to consider children's choice further when planning community visits and woodland walks. This would ensure children's right to choose was always considered.

Child-centred planning and assessment supported children's learning and development. Staff used observations of children's interests to plan experiences that were responsive and intentional. This helped ensure activities were meaningful and engaging. Observations recorded in Personal Learning Journals (PLJs) mostly focused on the skills children were developing, however next steps were not always clear. Progress and tracking conversations between management and senior staff supported understanding of children's learning and helped identify gaps or areas where additional challenge was needed. These approaches promoted consistency and contributed to positive outcomes for children.

Children are supported to achieve 4 - Good

We evaluated this quality indicator as good, where there were important strengths within the setting's work and some aspects which could benefit from improvement.

Nurturing care and support

Staff knew children and families very well, which supported a consistent approach to children's care and helped children to feel happy, confident and secure. Interactions were kind and encouraging, and helped to create a warm and caring atmosphere. Staff understood the importance of supporting transitions, whether starting nursery, moving to school or during daily routines. A variety of spaces, such as cosy areas indoors and outdoors, were available to promote children's wellbeing and provide comfort when needed. As a result, children experienced a nurturing environment where they felt safe, respected and able to build trusting relationships.

Mealtimes and snack routines provided mostly positive social experiences. We discussed ways in which this could be further improved. For example, ensuring all children have appropriate crockery at lunchtime would enhance consistency. Staff should also consider their positioning when sitting with children during meals to provide support and interaction. Following discussions the service agreed to further review and develop children's dining experiences.

Personal planning supported positive outcomes for children. Personal Learning Journals (PLJs) were reviewed with families and complemented by regular informal conversations at drop-off and pick-up times. Where additional support was needed, summaries were developed and shared with staff and families to ensure they were informed and involved. The service worked with children, families and professionals when required, and the manager shared examples of how this was being done for individual children. These approaches helped ensure children's needs were understood and met through consistent and collaborative planning.

The service recognised the importance of positive connections and worked well to build and maintain

supportive relationships with families. Settling-in visits provided a starting point, giving families opportunities to become familiar with the environment and staff. Families were welcomed into the setting daily, which allowed them to share their child's experiences and speak with staff. Digital tools such as Seesaw were used effectively to share updates, learning and reminders. Workshops and parent sessions, including Bookbug, offered further opportunities for families to engage, and staff were considering ways to make good use of these events to gather feedback. These approaches helped families feel involved and valued, strengthening partnerships that support children's learning and wellbeing.

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

Leadership	4 - Good
Leadership and management of staff and resources	4 - Good

Children play and learn	4 - Good
Playing, learning and developing	4 - Good

Children are supported to achieve	4 - Good
Nurturing care and support	4 - Good

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