Clentry Nursery School
Day Care of Children

Keltyhill Road
Kelty
KY4 0LB

Telephone: 01383 602 410

Type of inspection:
Unannounced

Completed on:
16 September 2025

Service provided by:
Fife Council

Service provider number:
SP2004005267

Service no:
CS2003015936

About the service

Clentry Nursery School is a daycare of children service provided by Fife Council. It operates from a detached, ground floor level building in Kelty. All rooms have direct access to the outdoor areas.

Children and families experience a mix of full days and sessional care. The service is registered to provide care to:

A maximum of 123 children at any one time aged from 2 years to an age to attend primary school of whom no more than 15 children are aged 2 - 3 years. The outdoor space has been taken into account when agreeing the maximum numbers of children. Children must have access to the outdoor space at all times.

The manager is also the manager of Sunflower Family Nurture Centre (CS2003017099), Melgund Place, Lochgelly, Fife, KY5 9QY.

About the inspection

This was an unannounced inspection which took place on Monday 15 September 2025 between 09:00 and 17:00 and Tuesday 16 September 2025 between 08:00 and 17:30. 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 three of their parents/carers
- received 16 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.

As part of this inspection, we undertook a focus area. We have 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's rights were respected as they had their needs met by knowledgeable, compassionate and caring staff.
- The leadership team had created an enabling and supportive environment which created a shared vision for the service that promoted positive outcomes for children.
- Quality assurance systems had been effectively used to monitor key aspects of service and to make positive changes to children's experiences.
- The committed staff team were motivated to develop in their skills and knowledge to provide a quality service for children and families.

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?	4 - 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 major strengths impacted on positive outcomes for children.

Quality indicator 1.1: Nurturing care and support

All staff implemented the values of the service which meant children consistently experienced a culture of respect and inclusiveness. Children had secure attachments with staff who promoted warm and nurturing relationships. This was evident as children sought out cuddles and reassurance from them. These sensitive and caring interactions meant children were happy, confident, and settled quickly on arrival at nursery. We saw they were supported throughout the day by staff who understood their emotions. Parents liked the "Friendly knowledgeable staff and a welcoming setting." And that "The adults are friendly and genuinely care about the children in their care."

As children played, we saw they had developed nice friendships with each other. They had a sense of belonging as they felt welcomed and safe in the setting. This supported children to feel included and supported positive emotional wellbeing.

Partnership working with parents was well-established due to effective communication with families. Staff offered home visits before children started nursery. These were valued by parents as it enabled them to share information and build relationships with staff. Parents felt included and listened to as they helped inform how their child was cared for. One parent said they were: "Impressed with how staff helped their child settle in. They [staff] phoned to reassure me that they [child] had settled."

A range of information was gathered and used to plan children's care. As a result, personal plans were used effectively to support each child's individual needs. Where needed, detailed plans outlined strategies and techniques tailored for children's particular needs. This meant they had positive experiences as staff had a consistent approach to their care. One area that could be further developed is the information shared at transitions. We discussed how information at transition could be improved so new key workers are fully informed about children and families' specific needs, rights and wishes.

Snack times were positive experiences for children. Staff used the routine well to help children develop self-help skills. They helped themselves to food, poured drinks and cleared away their dishes when finished. We saw that the environment used for lunch time impacted on children's experiences. The lack of space meant that staff could not sit at children's level which restricted positive interactions. This resulted in missed opportunities for staff to provide support and role model behaviour. Children's lunchtime experience could be improved so they have positive social interactions and learning experiences associated with eating and drinking together. Staff should consider how the environment could be improved to support this.

Effective child protection procedures were in place to safeguard children. Staff were knowledgeable about the procedure to be followed should they have any concerns. To enable informed decision-making, detailed chronologies were in place which were regularly updated so they contained current information.

An appropriate system was in place to store and administer medication. Although reviewed regularly, we asked that the consent form is renewed at the start of the new school year. This would also enable any signs and symptoms for conditions such as asthma to be clarified.

Quality indicator 1.3: Play and learning

Children benefited from well-organised and stimulating environments. Staff used child-centred planning to reflect their current interests and promoted children's engagement and motivation. Children led their play as they could explore topics and activities that were meaningful to them. Open ended resources helped children use their imagination, curiosity and investigation skills. Staff enthusiasm meant children felt listened to and valued as their choices were supported.

Staff in each room met regularly to talk about children's play experiences. This enabled them to have a balance of planned activities as well as responding to children's emerging interests. In addition, they recognised the different needs of the children who attended sessional care. This helped extend play which supported children to make progress.

Staff supported play very well as they were down at children's level. Skilled interactions and good use of questions encouraged children to think about their play and how they wanted to develop their games. As staff were enthusiastic and responded positively to them, children benefited from inclusive play. For example, re-enacting Goldilocks and the three bears meant children worked together and shared ideas. Their choices influenced how they developed their play and learning. As a result, they spent long periods of time at activities. A parent shared: "There are a lot of opportunities for my child to learn in their classroom and it is very well set up for all the children to learn whether that be toys, learning instruments or books, messy play or home cooking."

Staff used play experiences very well to promote children's skills in language, literacy and numeracy. They were further supported by displays and preferred way of communicating. This demonstrated to children that their rights and ideas mattered.

Direct access to the outdoor area and wider community extended children's experiences. They were enabled to take positive risk in their play which helped them build confidence and self-esteem. Children were supportive of each other as older children helped younger children with activities. For example, some children had developed independence to jump off blocks once they had been shown how to do it safely.

Staff used planning, observation and review systems to help monitor children's development and learning. As a result, almost all children were making very good progress in their early learning experiences. Staff used best practice guidance to tailor experiences for children. Along with parents, staff identified 'next steps' which supported children's continued progression. These promoted positive outcomes for children who were making progress in their play and learning. A parent shared: "I put information into their [child's] personal plan when they first started and I have access to their folder at any time. I have also seen the updates that they [staff] have put in for them and reviewed the information."

How good is our setting? 4 - Good

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

Quality indicator 2.2: Children experience high quality facilities

Children were cared for in a safe and welcoming environment. Staff had carefully planned rooms, ensuring they were set up with areas which offered children a range of experiences. Resources and toys were arranged so that children could choose what they wanted to do. There were lots of real life and natural resources available for children to explore their curiosity, imagination and creativity. Cosy areas gave children spaces for quiet time to rest if they wanted to.

Children benefited from direct access to enclosed, outdoor areas for play. Playing in the natural environment, promoted their wellbeing as they benefited from fresh air and exercise. They developed their physical skills as they used wheeled toys and built big constructions with blocks. In addition, community resources such as going to the woods and local care home were used to extend children's experiences. This promoted connections within their wider community.

We were satisfied that the environment was well-ventilated and regular cleaning took place, supporting children to remain safe and healthy. Children were prompted to wash their hands at the right times. While these measures helped to minimise the spread of infection, we identified areas that would benefit from improvement. For example, exposed wood, rusty pipes and damaged worktops presented a risk to the spread of infection. We were informed that necessary repairs would be identified and reported. The provider was confident that any action taken would be monitored through the property maintenance system in place. These improvements should help staff to fully implement effective infection prevention and control measures. We will follow-up on progress in this area at our next inspection.

Staff carried out risk assessments and daily checks to maintain a safe environment. These systems could be more effectively used by identifying items that are in need of repair or replaced. For example, a few rugs were a potential tripping hazard. We encouraged the service to review their quality assurance systems so they identify where furniture and resources may pose a risk. Staff should record any changes made and what action was taken to reduce the risk to children. This will ensure children enjoy a safe environment that meets their needs, rights and wishes.

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

How good is our leadership? 5 - Very Good

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

Quality indicator 3.1: Quality assurance and improvement are led well

The committed management and staff team consistently implemented the revised vision, values and aims of the service. This had created a welcoming environment which enabled strong relationships and connections with children and families to be established. A parent shared they were "Always asked for input and opinions of what we would like to see in the nursery."

Change in the leadership team had been well-managed. Through a period of change, staff had benefited from a shared approach to leadership. Positive outcomes had been achieved as staff had received feedback from leaders. These consistent messages had minimised impact of change and maintained a positive atmosphere for everyone.

Building relationships with staff had enabled effective team working. This meant a shared vision for the development of the service was in place. All staff were familiar with the priorities in the improvement plan and talked knowledgeably about their input. They used guidance and evaluation tools to support improvement. As a result, positive outcomes for children were achieved as change was monitored and measured. For example, the success of "improving transition" meant this could be sustained and built on. Views of other agencies were sought so that continued improvement was tailored to meet children's needs.

Leaders and staff completed various audits to assess key aspects of the service. While most audits were used well to identify areas for improvement, a few could be further developed to improve their effectiveness. This could include evaluating the information gathered to make an assessment about any change needed. For example, accidents could be reduced if approaches to quality assurance fully considered the environment as a potential risk to children's safety.

A range of opportunities was used to support and develop staff practice. For example, regular supervision and professional development opportunities empowered staff to enhance their practice. Valuable information was gathered from observation of children's play and staff interactions. This would be used to support the implementation of the new quality improvement framework. A staff member shared: "We are offered a large amount of relevant training and support at our nursery throughout the year. We also have in service days tailored to current learning required to be done or training to support our improvement plan."

A culture of openness with families supported them to share their views. Their views included "I am often invited to feedback sessions for parents i.e. Big Breakfast etc and or asked to complete questionnaires to help them gain an understanding of my views. The staff are always happy to discuss topics brought to their attention." This approach to leadership ensured families felt included and valued while offering them opportunities to influence change in their children's experiences.

How good is our staff team? 5 - Very Good

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

Quality indicator 4.3: Staff deployment

A strong and connected staff team who communicated effectively with each other was in place. A flexible approach meant children were supported in all areas. At busier times, routines had been established which promoted children's safety. For example, staff supervised the door at drop off and pick up times. A parent told us: "There always seems to be enough staff to keep my child safe."

Changes to the staff team had been well-managed and resulted in a team who worked well together. They felt fully consulted when significant changes to the staff team were being made. As a result, there was a mix of skills and experience across the service and within each room. This balance supported the development of the staff team through role modelling and sharing knowledge. This meant children had positive experiences across the day. While almost all parents knew core staff, we received the following comments: "Occasionally there are staff members that we have not met - it would be good to be introduced to these staff members and their role" and "We know the majority of the staff, but sometimes there are staff members we have not yet been introduced to. It would be good to be introduced when there are new/ different staff." We shared this with leaders and they had plans to ensure all families felt well-informed about new staff starting in the service.

New staff were supported through a well-planned and robust induction. This enabled the ethos of the service to be understood and achieved as it was based on the vision, values and aims. As a result, there was consistency for children and families through a shared approach. Parents shared that "Staff are very professional and friendly" and "Staff always have time to listen and discuss concerns or ideas."

Staff were knowledgeable and spoke confidently about training and development opportunities they had. They felt empowered as they undertook learning to support the identified needs of the service. Therefore, children and families benefited from compassionate, inclusive and responsive care.

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

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?	4 - Good
2.2 Children experience high quality facilities	4 - 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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