Fairview School Nursery
Day Care of Children

Oakbank Crescent
Perth
PH1 1DF

Telephone: 01738 473 050

Type of inspection:
Unannounced

Completed on:
3 June 2026

Service provided by:
Perth & Kinross Council

Service provider number:
SP2003003370

Service no:
CS2003016066

About the service

Fairview Nursery provides a daycare of children service to a maximum of six children at any one time aged from two years to those not yet attending primary school.
The service is provided by Perth and Kinross Council in a residential area of Perth. The nursery is part of a school and has access to a playroom, an outdoor space, a sensory room, gym, hydrotherapy pool.

About the inspection

This was an unannounced inspection which took place between 3rd June 2026 between 09:00 and 16:00. This 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 and complaints information, information submitted by the service and intelligence gathered throughout the inspection year. To inform our evaluation we:

- spent time with two children using the service
- received two completed questionnaires from families using the service
- spoke with one family during the inspection
- spoke with three staff and the Manager
- 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.

Key messages

- staff knew children exceptionally well and translated this knowledge into practice that was consistently ambitious and deeply individualised.
- children were enabled to participate meaningfully in their day through approaches that promoted communication, inclusion, choice and engagement at a high level.
- practice was rooted in children's rights and ensured children were listened to, understood and actively involved.
- children experienced play and learning that was responsive, joyful and empowering.
- experiences were exceptionally well considered and supported through intensive interaction approaches.
- staff developed meaningful connections with the children supporting them to feel secure, understood and valued, and enabled trusted relationships to flourish.

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	5 - Very Good
Children play and learn	6 - Excellent
Children are supported to achieve	6 - Excellent

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

Leadership 5 - Very Good

Leaders created a highly inclusive culture of reflection, ambition and continuous improvement. This enabled staff to work consistently in line with the service's values and ensured children experienced exceptionally caring, well-organised and highly aspirational, responsive support. One family told us "Nothing is ever not possible regardless of [my child's] disability".

Leaders had established a clear and purposeful vision, values and aims which were well understood by staff and reflected consistently in practice. Children's wellbeing, inclusion and rights were central to the life of the setting. Staff shared this ethos and demonstrated a clear commitment to providing warm, respectful and high-quality experiences for children. As a result, children benefited from an environment where they felt safe, included and valued, and where consistent approaches supported their wellbeing and sense of belonging.

Leaders and staff were highly committed to improving outcomes for children. Through effective self-evaluation and quality assurance, they identified what worked well and targeted meaningful improvements. For example, the service used its improvement floor book to track progress against key priorities, including increasing nursery children's engagement and participation by June 2026. They used tracking and service analysis to identify patterns, including for specific groups of children, ensuring actions were responsive to need. As a result, changes were well targeted and led to extremely positive experiences for children.

Quality assurance processes were well organised through a comprehensive calendar of activities, including audits, supervision, policy review, safeguarding checks and parental engagement. A clear quality improvement plan supported this work and set out priorities, intended outcomes, responsibilities and timescales. Improvement priorities were relevant and encompassed inclusion, joint working and tracking children's progress.

Staff development was a strong feature of the service and supported high-quality, responsive practice for children. Staff training, including child protection and first aid. The also accessed additional targeted training from other professionals, such as speech and language and visual impairment services. This helped them meet children's individual needs effectively. One family told us "The staff and facilities available are incredible. So grateful".

Leaders recognised the importance of staff wellbeing and took this into account as part of sustaining improvement. To strengthen this further, leaders had appropriately identified the need to extend monitoring of practice, including observations of children's experiences and staff interactions.

Induction processes supported supply or visiting staff. Leaders had established clear arrangements to help staff understand the service's values, expectations and ways of working. As a result, children benefited from continuity, and support from staff who were guided effectively from the outset.

Children play and learn 6 - Excellent

Staff adapted experiences skilfully to reflect children's needs, interests and ways of communicating. They responded sensitively to verbal and non-verbal cues, giving children a powerful voice when they could not express themselves. Staff created rich opportunities for children to show preferences, make choices and anticipate routines. This enabled children to participate meaningfully and confidently, increasing their ability

to influence their experiences.
Play was deep, joyful and highly meaningful. We saw genuine laughter, fun and sustained enjoyment as children engaged in experiences that had been thoughtfully planned and adapted to reflect their individual interests and developmental needs. Children's interests from home were followed up in meaningful ways which strengthened continuity, connection and engagement. For example, when staff learned that a child had experienced lambing at home, they created a taste-safe farm sensory experience which extended curiosity, sustained engagement and enjoyment through familiar and relevant play.

Literacy and numeracy were embedded highly effectively through rich group opportunities and sensory experiences. For example, staff used sensory stories, songs, objects, switches and visual supports to help children engage with literacy experiences. Early numeracy was developed through song, counting, colour and number in ways that were meaningful and accessible to each child. This meant that children were supported to achieve their full potential through learning that was relevant, and well matched to children's needs.

Staff were highly attuned to children. They demonstrated an exceptional understanding of children's communication, sensory and health needs, and stage of development. They interpreted children's responses and adapted their language, pace and positioning to support full and meaningful participation. This skilled and deeply responsive practice meant children accessed play in ways that matched their needs, and maximised engagement.
Staff used a wide range of communication approaches, including personalised switches, visual supports, objects of reference, Makaton signing, braille and communication boards. This was embedded naturally and was meaningful and successful in supporting children to make choices and communicate in innovative ways.

Staff acted as highly effective advocates for children, ensuring their views, preferences and comfort were recognised and responded to. The environment had been thoughtfully designed to reflect children's needs, with well-considered spaces, sensory resources, light boxes, play boxes and opportunities to develop mobility and independence.

Assessment and planning were exceptionally well matched to children's individual needs and supported meaningful progress. Staff used skilled engagement measures to identify what engaged children, what supported comfort and regulation, and how they showed interest or preference. They evidenced children's achievements carefully and used this to inform ambitious short-term and long-term targets. This ensured experiences were highly personalised, relevant and motivating for each child and supported meaningful, aspirational progress.

Children benefited from rich links with the local community which extended learning. They accessed experiences such as the adapted park at Active Kids and Riverside group, helping them build familiarity with new environments and experiences. They had opportunities to participate in creative and sensory experiences through Clown Doctors, and Big Noise. This strengthened children's connection, inclusion, and promoted a strong sense of belonging.

Children are supported to achieve — 6 - Excellent

Staff knew children exceptionally well and used this deep understanding to provide care that was consistently compassionate, respectful and highly individualised. Children experienced warm, responsive support from staff who were skilled in recognising and responding to their communication, comfort and care needs. Children were listened to, understood and supported in ways that upheld dignity, wellbeing and inclusion at the highest level. This meant children felt secure, valued and understood.

Staff consistently acted as strong advocates for children who's communication was complex. Staff ensured preferences, comfort and participation were recognised and represented. They sensitively asked children for permission before joining their group or entering their space, showing strong respect for autonomy, dignity and rights.
Care routines were managed calmly and sensitively. Personal care was well planned and carried out in ways that promoted children's comfort, dignity and wellbeing. Children's sleep and rest were supported in ways that reflected individual needs and preferences. This ensured children experienced care that was calm, safe and deeply respectful.

Transitions were highly effective and supported children's emotional security and social wellbeing. Enhanced transitions began well in advance of children moving on, helping them become familiar with new environments. Transitions throughout the day were also managed very well, with staff helping children understand what was happening next in meaningful ways and adapting support to reflect individual preferences and needs.

Mealtimes were relaxed and unhurried. Children were supported to join older children in the dinner hall in a way that promoted inclusion while remaining flexible and responsive. Children were supported to eat independently, with staff remaining alongside them and offering warm encouragement. They were offered sensory resources and engaged in calm conversation that supported involvement in their mealtime experience. When the environment became too noisy, staff responded immediately and supported children to finish their meal in a quieter space. This ensured mealtimes remained a positive social experience that reflected children's comfort, sensory sensitivities and preferences.

Staff used their strong knowledge of each child to provide highly individualised care and support. They understood children's needs, preferences and communication extremely well and used this consistently in practice. Staff recognised when children needed comfort, space, sensory support or encouragement, and adapted their approaches accordingly. This meant children experienced care that was deeply respectful, consistent and centred on them as individuals.

Multi-agency meetings, information from other professionals, and planning processes such as integrated therapy plans supported highly effective collaboration and robust approaches to meeting children's needs. This includes their medical, sensory, mobility and communication needs. This valuable partnership working ensured that children received care that was consistent, responsive and holistic.

Connections with families was strong and made an important contribution to children's care and support. Regular communication ensured families were informed and involved in decisions about their child's wellbeing and care. Family contributions were clearly valued. Children benefited from collaborative support which enhanced wellbeing and supported progress. One family told us "Staff really care about us as a family". This reinforced that children were at the heart of this service.

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	5 - Very Good
Leadership and management of staff and resources	5 - Very Good

Children play and learn	6 - Excellent
Playing, learning and developing	6 - Excellent

Children are supported to achieve	6 - Excellent
Nurturing care and support	6 - Excellent

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