Bankton Primary School Nursery
Day Care of Children

Bankton Primary School
Kenilworth Rise
Dedridge
Livingston
EH54 6JL

Telephone: 01506 413 001

Type of inspection:
Unannounced

Completed on:
21 April 2026

Service provided by:
West Lothian Council

Service provider number:
SP2003002601

Service no:
CS2003016144

About the service

Bankton primary school nursery is situated in the residential area of Dedridge, Livingston, close to local amenities including shops, woodlands and parks. The setting is registered to provide a day care of children service to a maximum of 72 children aged from 2 years to not yet of an age to attend primary school at any one time no more than 10 are aged under 2 years.

The accommodation is provided from two large playrooms which were opened up as one large area. The nursery has their own separate entrance, cloakroom area, nappy change, and children's bathroom. The accommodation also benefitted from direct access to a large enclosed, dedicated outdoor space. Other spaces within the school could also be used.

About the inspection

This was an unannounced inspection which took place on 20 April 2026 between 09:00 and 16:30 and was completed on 21 April 2026. Two inspectors carried out the inspection. 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:
- Spoke with 20 children using the service
- Spoke with five parents/carers
- Spoke with management and staff members
- Observed practice and daily life
- Reviewed relevant 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, we highlighted an issue within the children's bathroom area as a result of water damage. However, the service confirmed this was already being addressed by the local authority.

Key messages

- Children benefitted from a strong play based learning approach and had high levels of engagement in their play.
- A focus on nursery values meant children actively practised these which supported their relationships, behaviour and play.
-Children were empowered in their thinking skills and independence through quality staff interactions.
- Strong leadership and vision from the whole management team enabled responsive quality care and support through focused self evaluation.

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	5 - Very Good
Children are supported to achieve	5 - Very Good

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

Leadership 5 - Very Good

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

Quality indicator; Leadership and management of staff and resources.

The leadership team had created a strong vision and held high aspirations for all children and families. This has had a positive impact on creating the warm, inclusive, respectful ethos that values everyone. Work to review these was fully inclusive ensuring the voices of children, families and other professionals were reflected. A 'Values teddy bears' picnic had been held which involved all families and link professionals to help develop this. One parent told us "I came to the teddy bears picnic about the values, it was really good". The values were very well embedded through the use of 'value bears' with children which was evident through their discussions and interactions with each other. Children were consistently kind and supportive of each other and were great ambassadors of the nursery values. This contributed to the warm, welcoming, respectful and supportive ethos of the setting.

The whole staff team were fully involved in self evaluation. Staff identified that one of their strengths as being the range of experiences they provide children, which was evident during inspection. The team were reflective and regular opportunities to come together was supporting them in using the new 'Quality improvement framework' to identify strengths and next steps. Self evaluation completed was reflective of the high quality experiences delivered. Improvement planning was in place and supported staff in making positive changes as they were fully aware of the priorities for improvement. We suggested making the priorities more measurable to support progress. This meant children were benefitting from positive outcomes through provision which was kept under regular review to meet their needs and interests.

Quality assurance processes included monitoring and auditing by the management team were effective and supporting continuous and sustained improvement for all children and their families. Auditing processes such as review of medication, accidents and personal plans was identifying irregularities and sharing them with the team to support good practice. We asked the service to consider how they follow up on observations of staff practice and how this is used.

Parent's views were actively sought through questionnaires across the year supporting ongoing reflection and enabling their influence on their child's experiences. For example, gathering their views following group sessions such as 'stay and play' and annual questionnaires. Displays and information shared ensured parents remained fully aware. For example a 'you said and we did' session. To further support parents understanding of planned improvements we suggested they consider creating a parent friendly version of the improvement plan.

Staff told us they felt very supported by management, who was fully involved in the life of the nursery. The head teacher was visible and accessible to staff, children and families and knew them well. The strong leadership and role modelling displayed from the head teacher was the catalyst for the ethos and the drive for continuous improvement, with children at the heart of everything.

Children play and learn 5 - Very Good

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

Quality indicator; Playing, learning and developing.

Children had fun and experienced joy as they were seen to be excited to arrive at nursery and were jumping and down with anticipation. Children were fully enabled to follow their own interests which were extended really well through responsive interactions and staff's genuine interest in them as individuals and their play experiences.

High quality interactions were consistently experienced by children. They were meaningfully and actively involved in leading their learning, for example through adding to the learning wall and adults scribing for them. Adults were highly responsive to children's play and displayed a strong understanding of how children develop, learn and progress. Consistent high quality interactions such as wondering aloud, use of open ended questioning and encouraging children to consider their actions encouraged children to become confident thinkers. This was demonstrated in how children then explored their ideas independently during their play and communicated their thinking confidently. Children were able to play and learn at their own pace as staff's knowledge of children' as individuals effectively supported them to manage the pace of learning. They gave children the time, space and support they needed. One parent told us "Staff are really good and engage with the kids".

Children benefitted from a range of rich, planned and responsive experiences both indoors and outdoors. This was evident in the high levels of engagement of children in their play. For example, a block play activity was engaged in by a group of children for a lengthy period which explored shape, height, speed, direction, movement, teamwork and leadership. This was then extended by staff later with digital technology by using the bee-bots to further explore directions. This helped children to develop a broad range of skills and become fully immersed in their play and learning.

The numeracy and literacy rich environment contributed to children developing a strong foundation in language and problem solving. Planned experiences such as 'concept cats' and 'literacy groups' enabled children to freely engage and extended their knowledge and understanding.

Children were confident in talking about their learning, using the nursery 'values bears' to support this. Children pointed out to us when they were demonstrating these telling us "look I'm being creative like 'Coco'". These were cuddly toys named after each of the nursery values such as 'Inky' for 'inclusion, which were used to support children to understand and model these. Children's voices were evident across the nursery and within plans. Ongoing work on children's rights linked well with the values work helping children to make connections and understand their rights.

Children's learning was recorded digitally within an application which was easily accessible to families enabling them to meaningfully contribute to their child's learning profile. One parent told us "The app is good to see his development and for getting information about transition". Written observations were frequent, detailed and outcome focused, providing a clear overview of children's progress. We noted that observations were written for almost all observations recorded, leading to some that were more general. This limited effectiveness in supporting improvements. Reviewing the number of next steps recorded will help to prioritise those that will have the greatest impact and support children to achieve.

We found that the setting was richly diverse in cultures and different languages and asked them to consider how they could now further enhance provision to reflect, celebrate and learn from this.

Children are supported to achieve 5 - Very Good

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

Quality indicator; Nurturing care and support.

Children experienced warm, nurturing and compassionate interactions consistently throughout the day by staff who were responsive to their individual cues and helped them to express their needs. Staff consistently interacted with children at their level when speaking with them. All staff spoke gently and calmly and were mindful of children's feelings. Staff genuinely cared and were respectful in their discussions and interactions with children. For example, informing children when leaving the room to have their lunch and reassuring them of their return and being mindful of children's presence when speaking about them.

Mealtimes were calm, unhurried and sociable experiences for children. Staff supported this well, by modelling good table manners and helping all children feel included. Staff were mindful of maintaining this until the last child finished eating, which strengthened relationships. Food choices were nutritious, balanced and followed current guidance, supporting children to develop healthy eating habits, which respected dietary and cultural requirements. The 'lunch bunch' helpers enabled children to take on responsibility for setting up for mealtimes. We asked the service to consider providing plates for children with packed lunches to promote a consistent homely mealtime experience for all children. Increased opportunities for children to be involved in the food preparation would further develop early life skills.

Lots of spaces around the nursery both indoors and out allowed children opportunity to rest, relax or just quietly observe others. A space was available for children to sleep if needed with a range of easily accessible resources to support this. For example, a selection of cuddly toys, blankets and mats. This enabled children to learn to recognise when they needed rest, building their early self regulation skills.

Medication and accident systems were in place, supporting children's health care needs. Staff were immediately responsive to feedback given on minor improvements identified, which further enhanced children's wellbeing. The area for improvement made at the last inspection had been met.

Individualised personal plans supported children's strengths, needs and interests. These were kept under regular review with families along with strong links with other professionals to support children's wellbeing. Staff effectively used children's individual support strategies to promote positive play and learning experiences. Staff were effective in identifying and celebrating the smallest achievements through their observations, contributing to children's success.

Children's learning was increased through meaningful and regular involvement of families. Rotation of different groups including 'stay and play', 'peep'(parents early education partnership) groups and 'bookbug' enabled shared learning and staff were responsive to families in planning these. Other activities such as the values teddy bear picnic highlighted how children raised families awareness of how children are supported in living the values of the nursery. Home learning links such as numeracy bags and lending libraries alongside the provision of clear, accessible information enabled parents to extend their child's learning. This collaborative approach supported improved outcomes for children.

Children were effectively safeguarded as staff were very confident in their understanding and application of safeguarding and able to speak about wider safeguarding concerns and approaches. Chronologies were in place and kept up to date demonstrating appropriate, timely action and follow up to keep children safe.

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

It is recommended that every child has a personal plan which identifies their individual needs and sets out how these will be met.
This should include the following:

- initial person plans are completed within 28 days of the start of placement
- they reflect the needs of individual children
- they set out how needs will be met, timescales for this and who has responsibility for implementing strategies for support
- they are reviewed in line with legislation i.e. within six months or earlier if there is a change in the child circumstances
- the views of parents and the voice of the child are evident in all plans.

This area for improvement was made on 30 April 2019.

Action taken since then
Personal plans were in place and kept under regular review. These were held for all children in attendance and included strategies for support where required and indentified individual needs. This area for improvement is now met.

Previous area for improvement 2

It is recommended that the policy and procedures for the management of medication are reviewed to ensure they are consistent with current best practice guidance which is available at:

http://hub.careinspectorate.com/media/189567/childrens-service-medication-guidance.pdf

The would ensure practice is in line with the Health and Social Care standards which state: I experience high quality care and support based on relevant evidence, guidance and best practice. (HSCP 4.11)

This area for improvement was made on 30 April 2019.

Action taken since then

We reviewed medication and highlighted a slight change which was addressed by the second day of inspection. Policy and procedures were consistent with current best practice guidance. This area for improvement is now met.

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	5 - Very Good
Playing, learning and developing	5 - Very Good

Children are supported to achieve	5 - Very Good
Nurturing care and support	5 - Very Good

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