Seafield Primary School Nursery (Bathgate)
Day Care of Children

Cousland Terrace
Seafield
Bathgate
EH47 7BL

Telephone: 01506 280606

Type of inspection:
Unannounced

Completed on:
29 September 2026

Service provided by:
West Lothian Council

Service provider number:
SP2003002601

Service no:
CS2003016146

About the service

Seafield Primary School nursery is a day care of children service provided by West Lothian Council. It is registered to provide a care service to a maximum of 24 children, aged from two years to not yet attending primary school at any one time. No more than five children are aged two years to under three years.

The nursery operates from a room within Seafield Primary School in Bathgate. The accommodation is on one level, comprising of a playroom, kitchen, toilet facilities and entrance area. Children have direct access to an enclosed play area.

About the inspection

This was an unannounced inspection which took place on Monday 28 September 2026 between 08:45 and 16:30 and Tuesday 29 September 08:45 and 14:00. We gave feedback to the service in the afternoon of the second day.

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 and complaints information, information submitted by the service and intelligence gathered throughout the inspection year.

To inform our evaluation we:

- spent time with children using the service
- received six completed questionnaires from families, and spoke with two parents/carers at the inspection
- assessed core assurances, including the physical environment
- observed practice and how children were supported in their play, development and learning
- 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, there were no improvements identified relating to core assurances.

Key messages

- The strong leadership team had a clear vision for the development of the service. Their focus on improvement had supported positive change which enhanced outcomes for children and families.
- The vision, values and aims of the service were understood and fully embedded in practice.
- Children benefited from warm, caring and nurturing approaches from staff that met their needs, rights and choices.
- Children were cared for by a staff team who respected their rights and promoted them through activities and discussions.
- Self-evaluation and quality assurance systems effectively supported the leadership team and staff to identify appropriate area for improvement.

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	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 5 - Very Good

We found major strengths in this aspect of the settings work and identified very few areas for improvement; therefore, we evaluated this quality indicator as very good.

Quality Indicator: Leadership and management of staff and resources

The senior leadership team had established a clear, shared vision for the service. They provided effective direction while recognising the importance of making changes at a manageable pace for staff. They, therefore, introduced improvement in a calm, sensitive and flexible way which enabled plans to be adjusted when required. This thoughtful approach helped staff understand the purpose and benefits of new ways of working, strengthened their engagement and supported positive, sustainable change.

The service's vision, values and aims had been reviewed and were embedded in everyday practice. Most children understood these in meaningful terms, for example by describing the importance of kindness and helping their friends.

A well-considered range of quality assurance and self-evaluation systems supported leaders to monitor the work of the service. The use of relevant guidance, frameworks and challenge questions helped staff reflect on practice, benchmark performance and agree next steps. This enabled action plans to be compiled which demonstrated a clear commitment to improvement. Progress was monitored as plans were regularly reviewed. Leaders should continue to strengthen the improvement cycle in some areas by recording how actions arising from audits and consultation were followed through. We suggested using measurable information to demonstrate impact, such as noting how parents' contributions increase following change.

Families told us they had opportunities to contribute their views as "The nursery staff always give me feedback sheets after stay and play or firepit sessions. They always ask to see if there is anything they can improve on or ask us what we would like to see in the nursery environment." 'You said, we did' information, demonstrated how their suggestions had influenced practice, including changes to stay-and-play sessions. These arrangements created a strong foundation for improvement and helped ensure that developments remained responsive to children and families. We suggested that the service could carry out a review following changes to ensure that outcomes were positive.

Staff worked very well together and described how they contributed to the development of the service and felt listened to. Regular meetings enabled them to share ideas, reflect on practice and understand their roles and responsibilities. Distributed leadership opportunities enabled staff to use their learning, interests and skills to improve children's experiences. For example, introducing firepit experiences extended children's opportunities for challenge and outdoor learning. Changes to responsibilities around snacks and lunches had contributed to calm, well organised mealtimes. To ensure they are promoting positive outcomes for children, staff should assess the impact of changes made. These reflections could help identify if further development is needed to promote the best outcomes for children.

Children play and learn 4 - Good

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

Quality Indicator: Playing, learning and developing.

Children had fun as they used their imagination and resources as they wanted to develop their play. This approach helped children extend their games and cooperate with friends. Staff responded positively to their ideas, which supported their interests, curiosity and developing skills. As a result, they were busy, happy and engaged in activities of their choice. Parents shared that, "The nursery always direct the learning towards the children's interests." One area staff could develop is encouraging children with practical tasks. For example, helping children to cut out their own shapes for their activity would strengthen independence, confidence and fine-motor skills.

Children's access to all play spaces was not consistent across the day. In the morning, the open door enabled children to use the outdoor environment actively, supporting choice, movement and continuity in their play. The service had identified the need to make this consistently available during the afternoon so that all children benefited from access to outdoor play. Parents shared, "Firepit cooking has been an excellent addition and gardening activities. However, it would be nice to see a lot more outdoor learning activities and exploring the area."

Some staff used questions effectively to extend children's language and learning. Children discussed early mathematical concepts, such as bigger and taller during play, and examples of their early writing were displayed. At times, questioning was brief and did not sufficiently extend children's ideas. More consistent use of sustained shared thinking would provide greater challenge and help children explain, predict, solve problems and deepen their learning.

Planning, observation and review helped monitor children's progress, development and learning. Some next steps identified for children were broad or attached to observations that did not identify significant learning. We also found that next steps could be more consistently followed up to improve continuity in learning. So they can be effectively used, we asked the service to review the number of next steps that were in place. Concentrating on significant learning and ensuring they contain detail that would support children to achieve. The senior leadership team had identified this as an area to develop, as well as the local authority.

Childrens' voices were valued as they shared their ideas for activities and contributed to planning. Floor books reflected children's learning and included their views, enabling them to revisit experiences and share their learning. Staff had reflected on practice observed in other settings and recognised how these could be improved. For example, making floor books more accessible within all play areas. We suggested ways to build on current practice, such as adding notes or children's initials on planning documents to support individual learning. This would further enhance auditing in tracking, as links between planning, floor books and journals could be strengthened.

Children are supported to achieve 4 - Good

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

Quality Indicator: Nurturing care and support

Children experienced warm, caring and respectful support from staff. The service's values were evident in practice, with staff using kind and reassuring interactions and positioning themselves at children's level. This helped children feel secure, listened to and confident in approaching adults for support. Parents shared that, "Staff go above and beyond to ensure my child is well looked after. They are all approachable and friendly and welcoming."

Children's emotional wellbeing was supported effectively. The use of the 'Colour Monster' helped children recognise and talk about their feelings, while staff responded sensitively to their individual needs. Personal care was managed respectfully, with children asked whether they needed help and encouraged to complete tasks for themselves. Children were familiar with daily routines and independently washed their hands and faces at appropriate times. As a result, they developed confidence, self-care skills and a growing sense of responsibility.

Mealtimes were generally well organised, sociable and promoted children's independence. Food was attractively presented and children confidently served themselves, with support available when required. Staff usually sat with children, contributing to positive social experiences. At times, supervision was not consistently maintained. This had the potential to reduce children's safety, particularly in relation to choking. Consistent staff presence and clear expectations should, therefore, be maintained throughout meals. There was scope to increase children's involvement in preparing food, supported by appropriate risk assessment. This could help children further develop their life skills and increase independence.

Children benefited from support that was informed by positive relationships with families. Home visits were offered, and enabled parents to share important information and helped staff develop personal plans. Where additional support was required, plans identified strategies and these were evident in practice. Helpful details, including photographs of resources made some plans clear and accessible. Plans were reviewed with parents, although this was mainly informal, and records did not consistently show whether strategies were effective at home and in the setting or required adjustment. More systematic review and clearer, outcome-focused targets would help staff demonstrate children's progress and ensure support remained responsive.

Families had opportunities to contribute to the life of the service through activities, such as stay-and-play sessions, firepit experiences and home-link initiatives. These approaches supported continuity between home and the setting. Parents shared, "I like the stay and plays, so that I get to be part of the nursery environment with my child." And "Staff regularly shared amazing updates on their (child's) progress. We also had lots of chats at pick up time about their interests, progress and learning."

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.scot.

Detailed evaluations

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