Laurieston Primary School Nursery
Day Care of Children

School Road
Laurieston
Falkirk
FK2 9JA

Telephone: 01324 508 623

Type of inspection:
Unannounced

Completed on:
19 November 2025

Service provided by:
Falkirk Council

Service provider number:
SP2004006884

Service no:
CS2003017070

About the service

Laurieston primary school nursery class is a daycare of children service provided by Falkirk Council. It operates within Laurieston primary school near Falkirk. The facilities are on one level with direct access to a large, fully enclosed outdoor play area. The local community provided further experiences for children including local green spaces, and visits to the older people's care home.

The service is registered;

To provide a care service to a maximum of 64 children aged 3 to those not yet attending primary school.

Adult:child ratios will be a minimum of: 3 years and over
1:8 if the children attend more than 4 hours per day or
1:10 if the children attend for less than 4 hours per day.

About the inspection

This was an unannounced inspection which took place on Tuesday 18 November 2025 between 09:00 and 16:00 and Wednesday 19 November between 08:45 and 15:00. 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, information submitted by the service, and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- spoke with several children using the service
- spoke with twelve parents and carers and took account of three responses to our electronic questionnaire
- spoke with staff and management
- observed staff practice and how their interactions with children supported 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.

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

• Children's inclusion and emotional wellbeing was supported by the strong, compassionate and nurturing relationships they had with staff.

• The value base of the staff team was effectively embedded in practice and had created an enabling and supportive environment which created a shared vision for the service.

• Children were cared for by a staff team who were knowledgeable about their individual needs.

• Quality assurance and self-evaluation systems monitored key aspects of service. These had been used effectively to reflect on practice and make positive changes within the service.

• The knowledgeable and skilled staff team were motivated to take responsibility and lead on aspects of practice that provided quality experiences for children.

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 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 value base of staff was evident in their practice as they had created a culture of respect and inclusiveness. Their strong, compassionate and nurturing relationships promoted a child centred approach that met children's needs, rights and choices. Children knew they mattered as staff interactions were patient and nurturing. As a result, they sought out staff for cuddles and comfort as they had a sense of belonging, felt welcomed, valued and safe in the setting.

The committed management and staff team consistently implemented the values and aims of the service. This had created a welcoming environment which had established strong relationships and connections with children and families. Parents shared "The staff are friendly, approachable and supportive. The always have time to talk and answer any questions we have." And "They are very understanding and go that extra mile for every child and treat them all the same."

Effective team working meant there was a shared vision for the development of the service. 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 were achieved as change was monitored and measured.

Robust and embedded quality assurance systems monitored key aspects of the service. A range of audits were undertaken to assess the work of the service and identify improvements. They were used well to ensure practice followed guidance which supported the best outcomes for children. For example, supporting children to engage in risky play safely.

A culture of openness enabled effective partnership working. Various approaches meant views of staff, parents, carers and other agencies supported them to share their views. Parents confirmed they were asked for their views through "Feed back forms and verbal conversation."

Children play and learn 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: Playing, learning and developing.

Use of theory and best practice meant staff had a strong understanding of how children develop and learn. This had a positive impact on almost all children as experiences were tailored to meet their individual needs. For example, supports were in place to enable children to make choices about their play.

Children benefitted from a well organised and stimulating environment. Open ended resources helped children use their imagination, curiosity and investigation skills. Child-centred planning reflected their current interests and promoted children's engagement and motivation. As a result, almost all children were

engaged and made use of the breadth of experiences across playrooms and outdoors. At points during the day, a few children were not engaged in meaningful play. We also discussed some missed opportunities for children. For example, the sewing area and woodwork bench were not readily available To children. To increase choice and challenge, we asked staff to consider ways that children could have access to all experiences.

Staff enthusiasm meant children felt listened to and valued as their choices were supported. They used questions and communication very well to support children's thinking. For example, children were encouraged to problem solve as they cleaned and prepared the water tray for play. They found solutions which staff helped to implement. As a result, children told us excitedly "This is the exciting bit" as they poured clean water into the tray. Parents shared their children had opportunities for "Walks outside the nursery/ outdoor learning, learning to ride a bike, playing with the sand and outdoor kitchen."

Direct access to the outdoor area and wider community extended children's experiences. The relaxed approach encouraged children to explore and learn about the natural environment. They had opportunities to take risk in their play and develop life skills, as they had real life experiences. For example, they learned about playing safely when they went to the woods.

Planning, learning journals, observation and regular reviews helped monitor and track children's progress, development and learning. Home links supported children's continued progression as staff regularly communicated with parents. As a result, strategies were agreed and implemented to promote a consistent approach for children.

Children are supported to achieve — 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: Nurturing care and support

The positive ethos created by staff meant that children and families experienced warm, nurturing and responsive relationships. Children had a sense of safety as they had developed positive attachments to staff. They sought out familiar adults for affection and cuddles as they chatted about their interests with them.

Staff recognised the importance of partnership working and used home visits to help build relationships with families. These enabled information to be shared which helped staff get to know children and plan for their care. This meant children experienced a consistent approach to their care as plans were tailored to meet their individual needs. Where strategies were in place, we asked staff to record information that would support children to achieve. For example, a particular game they would engage with. Parent's shared "The nursery staff are excellent, and I feel I have a really good relationship with them. They're always approachable, supportive, and clearly dedicated to the children's wellbeing."

Well established partnership working with parents and other agencies was well established due to effective communication. Meetings and reviews enabled children's progress and development to be discussed and future plans agreed. As a result, staff talked knowledgably about the needs of children and how they were supported and met.

Staff referred to best practice guidance to support healthy menu planning with children and create positive snack and mealtimes experiences. They were relaxed and sociable occasions for children as they chatted with staff and friends. They promoted independence as children had developed self-help skills as they confidently spread toast, poured drinks and cleared away their dishes when finished. If a snack is popular, we suggested having items at smaller tables. This would reduce the waiting time for children who want to prepare their snack.

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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