Crossford Primary School Nursery
Day Care of Children

Dean Drive
Crossford
Dunfermline
KY12 8PE

Telephone: 01383 602 451

Type of inspection:
Unannounced

Completed on:
17 September 2025

Service provided by:
Fife Council

Service provider number:
SP2004005267

Service no:
CS2003017087

About the service

Crossford Primary School Nursery is registered to provide a day care service to provided to a maximum of 40 children from the age of 3 years to those not yet attending primary school. The Nursery is self-contained in separate accommodation comprising a Medway building with completely enclosed garden and play areas.

The service is located in the village of Crossford, close and has good access to public transport links and local amenities.

About the inspection

This was an unannounced inspection which took place between Tuesday 16 September 2025 from 09:30 to 15:30 and Wednesday 17 September 2025 09:30 to 15:00. The inspection was carried out by one inspector 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 information gathered since the last inspection.

In making our evaluations of the service we:
- spent time with three children and four family members.
- spoke with the manager.
- observed practice and daily life.
- reviewed documents.
- reviewed feedback from five families from Microsoft forms.

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 were happy, confident, and having fun. They experienced warm and nurturing care from staff who knew them very well and were responsive to their individual needs.

• Planning approaches were responsive and child-led, with staff effectively capturing children's voices through daily observations, conversations, and reflective discussions.

• Staff had worked hard to make significant improvements to the environment, such as relocation of cloakroom area and development of areas.

• Quality assurance systems were well organised and supported ongoing improvements. Staff were aware of upcoming events, audits, and monitoring activities, which supported a proactive approach to improvement.

• Children benefitted from a passionate and caring staff team. Strong connections were a strength of the service, and they prioritised this.

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

Quality indicator 1.1: Nurturing care and support.

Children were happy, confident, and having fun. They experienced warm and nurturing care from staff who knew them very well and were responsive to their individual needs. Children's emotional wellbeing and resilience was supported through positive and trusting relationships with staff. Interactions were calm and responsive, and staff helped children to recognise and express their emotions. This supported children to feel safe and secure. Families told us "The keyworker is supportive, and it is a fun and safe environment which my child loves" and "Welcoming and friendly environment. My child has learned a lot and socially has a lot of friends and confidence."

Children benefitted from mealtime routines which were thoughtfully planned and implemented in a way that supported children's wellbeing and learning. Lunch was a calm and unhurried experience, paced to meet the individual needs of children. Staff were attentive and nurturing in their approach, encouraging children to join the lunch routine in a respectful and supportive manner. We observed staff sitting with children, engaging in relaxed conversation, and modelling positive social behaviours, which contributed to a warm and inclusive experience.

Children's wellbeing was supported through the effective use of personal planning. Care plans contained relevant and up-to-date information about each child and their family, including details of medical conditions and the involvement of other professionals. Personal plans were reviewed regularly to ensure they reflected any changes in children's needs and family circumstances. As a result, staff had a clear understanding of individual needs and could respond appropriately.

At the time of inspection, no children required medication. However, the service had clear systems in place to support the safe management and administration of medication should the need arise. These systems reflected best practice guidance and ensured that staff were prepared to respond appropriately to children's health needs.

Children who required rest or sleep were provided with a safe and comfortable space. Staff were sensitive to individual preferences and health care needs, ensuring that sleep routines were calm and nurturing. This contributed positively to children's overall wellbeing and demonstrated a thoughtful approach to meet their physical and emotional needs.

Quality indicator 1.3: Play and learning.

Children benefitted from a variety of play and learning opportunities which meant that they could lead their own play and make choices from a range of activities. Staff used creative approaches to successfully engage children's imagination and curiosity. The environment and resources promoted exploration and supported children to follow their interests, resulting in high levels of engagement and enjoyment.

Planning approaches were responsive and child-led, with staff effectively capturing children's voices through daily observations, conversations, and reflective discussions. Children's interests were central to the

planning process, enabling meaningful and engaging learning experiences. Staff encouraged children to talk about their learning and what they wanted to know more about. These talking points were recorded on learning walls, within floor books and displays throughout the nursery. This responsive approach enabled staff to meet children's needs and wishes, supporting their overall wellbeing and progress.

Children had regular opportunities to develop skills in language, literacy, and numeracy across core areas of provision. Staff planned experiences that were both child-centred and responsive to children's interests, ensuring that children were progressing well and demonstrated happiness and confidence in their learning.

Children's achievements were celebrated and displayed at the entrance and throughout the nursery, reinforcing that their contributions are valued and that they matter. High-quality observations were recorded in Personal Learning Journals (PLJs), tracking children's progress, achievements, and next steps. These observations included the language of learning and the voice of the child, demonstrating a clear journey of development.

How good is our setting? 4 - Good

We evaluated this quality indicator as good, where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Quality indicator 2.2: Children experience high quality facilities.

The setting was welcoming, comfortable, and well-ventilated, with natural light contributing to a calm and inviting atmosphere. Children benefited from a thoughtfully designed space that supported their wellbeing, learning, and play. Resources were primarily natural and open-ended, encouraging creativity and exploration.

Children's photos, artwork, and voices were meaningfully displayed throughout the setting, reinforcing a strong sense of belonging and value. The layout provided ample space for children to engage in play both indoors and outdoors, with smaller areas of core provision allowing for extended and focused play experiences.

Children had free access to the outdoor environment throughout the day, supporting choice and independence. Staff had worked hard to make significant improvements to the environment, such as relocation of cloakroom area and development of areas. These improvements were documented in floor books, documenting the journey of change. The changes contributed to a more welcoming, comfortable, and person-centred environment, benefiting everyone who uses the service.

Infection prevention and control measures were well-managed. Children and staff washed their hands regularly and at appropriate times. Systems were in place for monitoring and maintaining the environment. Some maintenance issues were identified. The service took action to report the issues during the inspection. Whilst almost all areas in the nursery were tidy and resourced, some areas required more consistent monitoring to ensure play spaces were always inviting for children.

Staff worked collaboratively to identify and remove risks, both indoors and outdoors.
Risk assessments were treated as working documents, with staff contributing to them using post it notes. A risk-benefit approach was promoted, and children participated in the process, with their voices recorded as part of planning. This supported a culture of shared responsibility and safety. The nursery had embedded the SIMOA safety initiative developed by the Care Inspectorate (Safe, Inspect, Monitor, Observe and Act). The initiative had been extended to the wider school community, promoting a consistent and child-friendly

approach to safety. Staff confidently spoke about SIMOA, which was visible in displays, songs, and the presence of the SIMOA elephant.

How good is our leadership? 5 - Very Good

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

Quality indicator 3.1: Quality assurance and improvement are led well.

Leadership within the nursery was effective and well-established. The senior leadership team promotes and sustains a clear, shared vision that reflects the aspirations of children and families. This vision is embedded in practice and is evident in the positive ethos across the setting. There was a strong sense of community within the nursery, and school staff worked closely with them to support children's development and wellbeing. This meant that children were placed at the centre of the service.

Staff consistently shared that they felt confident and empowered to lead on key initiatives such as PEEP, Bookbug, and "Policy of the Month." The whole team were committed to continuous improvement and development of the service. Self-evaluation of the service helped to recognise key strengths and identified areas for improvement. This approached ensured that children received consistently positive outcomes.

The service recognised the importance of connecting with families to support the life and work of the setting. They respected and valued families' opinions and thoughts. Families' thoughts were sought through informal conversations at drop off and collections times and more formally through questionnaires. Families had the opportunities to attend "soft starts," encouraging families into the setting to play. Following on from these sessions, staff sought feedback from families about the service, using this information to evaluate and celebrate achievements and make any changes needed.

Quality assurance systems were well organised and supported ongoing improvements. Staff were aware of upcoming events, audits, and monitoring activities, which supported a proactive approach to improvement. Audits of accidents and incidents were comprehensive and focus on the impact for children, demonstrating a reflective and child-centred approach.

How good is our staff team? 5 - Very Good

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

Quality indicator 4.3: Staff deployment.

Children benefitted from a passionate and caring staff team. Strong connections were a strength of the service, and they prioritised this. As a result, children and their families experienced a warm, caring, and nurturing setting. Genuine relationships had been developed with families and this supported effective communication. As a result, staff knew the children and families very well.

The setting was appropriately staffed throughout the day, ensuring that children experienced consistent, safe, and nurturing care. The deployment of staff was well considered. Staff lunches were discreetly managed and did not impact the quality of supervision or children's experiences. This proactive approach supported continuity of care and maintains safe staffing levels.

Staff had clearly defined roles and responsibilities. We identified communication as a key strength. This ensured that children's individual needs were consistently met across their day. Staff demonstrated positive team working. They were respectful and supportive of each other. This warm, caring, and sensitive approach promoted a happy, loving, and secure environment for all children.

Staff valued the initiative of "Policy of the Month." This approach enabled the team to focus on specific guidance, break it down into manageable parts, and share learning across the team. Staff felt this supported their professional development and helped embed best practice. Mentoring and induction processes were clearly structured and aligned with both Fife Council guidance and the national induction resource. There was evidence of reflective practice through scheduled meetings, which supported staff and promoted continuous improvement. This resulted in improved experiences for children.

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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