Pitreavie Primary School Nursery
Day Care of Children

Pitcorthie Drive
Dunfermline
KY11 8AB

Telephone: 01383 602 428

Type of inspection:
Unannounced

Completed on:
9 June 2026

Service provided by:
Fife Council

Service provider number:
SP2004005267

Service no:
CS2003017106

About the service

Pitreavie Primary School Nursery is a daycare of children service provided by Fife council. The service is registered to provide care to a maximum of 104 children from three years of age up to an age to attend primary school.

The service is located in the Pitcorthie area of Dunfermline on the same site as the primary school. The accommodation comprises of three playrooms that open onto fully enclosed outdoor play areas. Nursery children use other parts of the school premises including the dining area and the woodland area adjoining the school playground. It is near local shops and public transport routes.

About the inspection

This was an unannounced inspection which took place on 8 June 2026 between 09:10 and 16:20, and 9 June 2026 between 09:15 and 13:30. 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 information, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- spent time with children using the service.
- received feedback from seven families.
- spoke with staff and management.
- 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

• Leadership had strengthened significantly, resulting in more consistent care, improved staff morale and a clearer strategic focus on improvement.
• Children experienced warm, nurturing care from responsive staff who knew them well, helping them feel safe, secure and valued.
• Children were engaged and motivated in their play, with effective staff interactions extending learning and supporting progress.
• Quality assurance and self-evaluation had improved and were beginning to support more effective monitoring, prioritisation and sustained improvements.
• Requirements and previous areas for improvement had been met, demonstrating positive progress and improved outcomes for children and families.

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	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 setting's work and identified very few areas for improvement; therefore, we evaluated this quality indicator as very good.

Leadership and management of staff and resources

Children, families, and staff benefitted from a committed leadership team who promoted high aspirations for children. This created a happy and welcoming ethos in the service promoting a positive atmosphere for children to play and learn. Leadership had strengthened since the previous inspection, resulting in a more stable, reflective and improvement-focused service. As a result, children were beginning to experience more consistent care and support across the nursery.

The service had developed a clear, shared vision and values which had been reviewed with staff, children and families. This had created a stronger shared understanding of the service's direction and supported a more child-centred approach to improvement. We provided some additional ideas to help them engage more effectively with the children regarding their values.

The service meaningfully involved families in shaping developments by gathering their views across a range of areas. Feedback was regularly sought through formal and informal methods and demonstrated a strong commitment to listening to parents. This feedback informed improvements and contributed to increased parental engagement. Families told us they felt valued and listened to, their comments included, 'Regular feedback sessions are held, and a feedback table is set at the entrance', and, 'I have opportunities to provide feedback through conversations and occasional surveys. Staff are open to suggestions, and I feel my opinions are listened to, even if not all changes are immediate'. These approaches enabled families to contribute meaningfully to the life of the nursery and supported a sense of community.

The service demonstrated a commitment to improvement, with staff actively engaging in reflection and development. The nursery improvement plan provided a clear and structured overview of service priorities, which supported a shared understanding across the team. Staff were confident about what needed to improve and understood their role in achieving this. Regular reviews of the plan ensured actions were monitored and progress tracked effectively. As a result, children benefited from a service that was well-organised and focused on continuous improvement. Self-evaluation processes were in place and created opportunities for staff to reflect and identify what was working well. This contributed to positive changes in practice and improved experiences for children.

Quality assurance processes had been strengthened and were effectively supporting the service to monitor performance and outcomes. This enabled leaders to identify priorities, track progress and respond more consistently to areas requiring attention. For example, audits of accidents and incidents had helped identify patterns and trends, supporting informed decision-making and contributing to children's safety and wellbeing. Monitoring of personal learning journals was also beginning to improve the quality of planning and assessment, helping staff to support children's progress more effectively.

The pace of change since the previous inspection had been positive and had enabled the service to meet requirements and areas for improvement. Leaders had a clearer understanding of next steps, placing the service in a stronger position to sustain improvement over time.

Children play and learn 5 - Very Good

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

Playing, learning and developing

Children were happy, engaged and enjoying their play with friends. They benefited from a range of stimulating experiences which supported curiosity, creativity and developing skills. For example, children had fun making potions in the mud kitchen, creating a mini-beast shop and sharing their knowledge during small group discussions.

Staff were responsive in their interactions and used developmentally appropriate approaches, including commentary and explanation, to support and extend children's language and understanding. Most staff used open-ended questions effectively, helping children develop curiosity, problem-solving skills and critical thinking through play. They engaged in reflective conversations through commenting, questioning, and thinking aloud, helping children to deepen their understanding and explore their ideas further. This meant that children experienced play that was stimulating, empowering and fun.

Children were able to lead their own play and make informed choices about where to play indoors and outdoors. Daily free-flow access supported their rights, independence and physical activity, while ensuring play remained meaningful and relevant to their interests.

Children's language, literacy and numeracy was well supported across the nursery. Opportunities for emerging writing as well as exploring early numeracy concepts were available indoors and outdoors. This supported children to learn key skills through play experiences. Staff spent quality time with children, sharing stories, singing, using sign and having meaningful conversations. This helped spark a love of reading and supported children in developing important talking and listening skills. There was scope to strengthen opportunities for digital literacy and numeracy across the playrooms to support broader progression in learning.

Children's learning had been captured in personal learning journals. While the quality of observations was inconsistent, recent professional learning was supporting improvements in this area, and in how children's progress was recorded and shared. Planning approaches reflected children's interests and were used to inform intentional planning formats. Planning was responsive to children's emerging interests and observations from practice, helping to ensure that next steps in learning were relevant and purposeful.

Children had been consulted throughout the period of change, and their views were increasingly valued. This was supporting a more inclusive approach and helping to ensure improvements reflected what mattered to children.

Children are supported to achieve 4 - Good

We evaluated this quality indicator as good, where there were important strengths within the setting's work and some aspects which could benefit from improvement.

Nurturing care and support

Children experienced warm, kind and caring interactions. Staff offered comfort, reassurance and affection in ways that supported emotional wellbeing. Children had developed positive, trusting relationships with staff which helped them feel safe and secure. Children's needs were met by staff who were mostly responsive and attentive. Personal care was managed respectfully, which helped uphold children's dignity, rights and individual wellbeing.

Staff knew all children well and were aware of their individual needs. They spoke knowledgeably about the children, describing their individual characteristics and any sensitivities they may have. This contributed positively to children's self-esteem and sense of wellbeing. This ensured positive outcomes for children and supported them to achieve their potential.

Children's wellbeing was supported through regularly reviewed personal plans developed in partnership with families. Staff knew children well and spoke confidently about their needs and support strategies, which helped promote more consistent support. Children would benefit from clearer recording of strategies in their personal plans to maintain continuity of care and support their everyday experiences.

Children enjoyed mealtimes which were relaxed and unhurried. They were effectively supported to develop independence skills as they were able to make food choices, self-serve and pour their own drinks. Staff recognised daily routines as an opportunity to promote close attachments with children using this opportunity to engage in meaningful conversations. This contributed to the nurturing, calm, sociable experience.

Children's medical needs were supported through the safe storage of medication. Medical permission forms were in place to promote the safe administration of medication. We found one medication which was labelled differently, which staff had addressed prior to administration. We reminded staff to record their actions and to update the form accordingly.

Meaningful connections with families were evident. Parents told us that they felt involved with the service. One parent commented, 'Lots of opportunities to feedback and get involved as parents'. We saw key information was being shared effectively with parents at the end of the day, supporting continuity of care. Parents commented positively on this, comments included, 'They [staff] are approachable, friendly, and always willing to listen to any concerns or updates about my child. Communication is consistent, and I feel that they genuinely care about my child's wellbeing and development', and 'Daily updates are always given, and I feel like I can approach them with any issues regarding my child'. The service had already identified family involvement as an area for further development within personal learning journals. Tracking this more clearly would help ensure intended improvements were implemented and had a positive impact on children and families.

What the service has done to meet any requirements we made at or since the last inspection

Requirements

Requirement 1

By 7 November 2025, the provider must keep children safe and protected from harm by ensuring staff and leaders fully implement child protection and safeguarding procedures, including whistleblowing.

To achieve this, the provider must, at a minimum, ensure:

a) the manager and staff are competent in completing chronologies and use these to take appropriate action to support children and their families.
b) ensure all staff understand child protection procedures, and implement these in practice
c) ensure all staff implement relevant safeguarding policies, including use and storage of staff personal mobile phones.

This is to comply with Regulation 4(1)(a) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I am protected from harm, neglect, abuse, bullying, and exploitation by people who have a clear understanding of their responsibilities' (HSCS 3.20).

This requirement was made on 12 November 2025.

Action taken on previous requirement

Chronologies had been developed and were in place for children where required. These supported staff to identify significant events and take appropriate action to support children and their families. Staff spoken with demonstrated knowledge and confidence in wider safeguarding procedures, including whistleblowing, which helped to promote children's safety and wellbeing.

All staff had completed recent child protection training. Staff spoke positively about this learning and described how it had strengthened their understanding, supported reflection, and helped them consider how safeguarding procedures should be implemented in practice.

Staff were able to describe how they had responded to concerns and shared information with relevant leaders and professionals where appropriate. This demonstrated an improving safeguarding culture and supported timely action to protect children from harm.

The provider should continue to review child protection and safeguarding policies and procedures to ensure these remain understood, embedded, and consistently implemented by all staff. This will further support children to experience safe, responsive, and protective care.

This requirement has been met.

Met - within timescales

Requirement 2

By 20 February 2026, the provider must ensure improved outcomes for children by implementing effective systems of quality assurance.

To achieve this, the provider must, at a minimum, ensure:

a) the leadership team effectively monitors the work of staff and the service as a whole and any actions are addressed effectively.
b) robust audits are developed and implemented, and any actions are addressed effectively.
c) self-evaluation is used effectively to support improvement.
d) concerns or complaints are effectively managed, including identifying and taking appropriate actions.
f) relevant notifications are submitted to the Care Inspectorate within appropriate time scales.

This is to comply with Regulations 4(1)(a) and 18(3) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210)

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19) and 'I am protected from harm, neglect, abuse, bullying, and exploitation by people who have a clear understanding of their responsibilities' (HSCS 3.20).

This requirement was made on 12 November 2025.

Action taken on previous requirement

The provider and leadership team had undertaken a significant amount of work to develop and implement quality assurance systems within a short period of time. This had been managed at an appropriate pace, with staff being supported to understand and participate in improvement activity. This helped to promote shared responsibility for improving children's experiences.

Quality assurance and self-evaluation processes were beginning to support meaningful improvement across the service. Leaders had a clear understanding of progress made and areas requiring further development. Ongoing plans for improvement supported a more consistent approach to monitoring practice and improving outcomes for children.

Concerns had been managed effectively, with appropriate actions identified and taken. Relevant notifications had been submitted to the Care Inspectorate within appropriate timescales. This supported accountability and helped to ensure children's safety and wellbeing were appropriately monitored.

This requirement has been met.

Met - within timescales

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

To ensure children are supported to achieve their potential, the manager should develop personal planning which clearly identifies children's progress and achievements, along with relevant and achievable next steps in learning. This is to ensure that children's needs are planned and met.

To achieve this, plans should;

- set out how children's needs will be met, including strategies of support
- record how children have progressed.
- be reviewed every six months or more often if the child's needs a change.
- be shared and updated with children, parents and carers.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'As child, my personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices' (HSCS 1.15).

This area for improvement was made on 12 November 2025.

Action taken since then

Personal plans were in place and supported children to achieve their potential. These included relevant information about children's needs. During the visit, we discussed the importance of ensuring support strategies were easily accessible and contained sufficient detail to guide consistent practice.

Plans were being regularly reviewed and updated with parents, carers and children, or sooner where children's needs changed. This supported a more responsive approach to planning care and learning around children's individual needs.

The manager should continue to develop how children's progress and next steps are monitored, ensuring these are relevant, meaningful and linked to children's individual development. This will help staff to plan more effectively for children's ongoing learning and support needs.

This area for improvement has been 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	4 - Good
Nurturing care and support	4 - Good

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