Stanley Primary School Nursery
Day Care of Children

Stanley Primary School
The Square
Stanley
Perth
PH1 4LU

Telephone: 01738 474 100

Type of inspection:
Unannounced

Completed on:
2 September 2026

Service provided by:
Perth & Kinross Council

Service provider number:
SP2003003370

Service no:
CS2003017344

About the service

Stanley Primary School Nursery provides a daycare of children service in Stanley. The service is registered to provide a care service to a maximum of 39 children aged 2 years to those not yet attending primary school. The total number of children registered with the service at the time of the inspection was 25.

Children have access to a welcoming and homely play environment and free flow access to the garden. The service is situated in a residential area of Stanley, close to schools, parks, and public transport.

About the inspection

This was an unannounced inspection which took place on 01 September 2026 between 08:30 and 17:20 and 02 September 2026 between 08:30 and 12:50. Feedback was shared with the service on 02 September 2026. This 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:

- spoke/spent time with children using the service
- received two completed questionnaires and spoke with four families using the service
- spoke with seven staff and the management team
- assessed core assurances, including the physical environment
- 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

• Children benefitted from a dedicated, passionate and open staff team who were committed to promoting high-quality outcomes.

• Further strengthening monitoring and quality assurance will enhance safety, consistency, and continuous improvement.

• Children appeared happy, confident and were able to lead their own play and learning.

• Strengthening transitions throughout the day would support children to be meaningfully engaged across experiences.

• Staff interactions were mostly responsive and supported children's wellbeing.

• Positive relationships with families contributed to a welcoming and inclusive environment.

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	4 - 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 4 - Good

Quality Indicator: Leadership and management of staff and resources

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.

A clear vision, values and aims had been developed in consultation with the whole school. These were reflected in practice through the warm, welcoming ethos experienced by children and families. Children were supported to develop an understanding of the service values through certificates which celebrated their achievements. This helped to promote a shared understanding of the service vision.

Staff told us that they felt supported by the management team and contributed to decision-making and service improvement. The improvement plan identified clear priorities, including developing children's exploration with the natural environment, promoting learning for sustainability and embedding nurturing approaches. Staff demonstrated a clear understanding of these priorities and their role in supporting improvement. A parent commented, "All parent and child's opinions are taken on board for any improvement we feel the setting may require." We discussed opportunities to strengthen evaluative practice by considering the impact of actions taken on outcomes for children and families. This would support more effective service improvement.

Regular team meetings provided opportunities for staff and the management team to share information, reflect on practice and discuss ongoing developments. Plans were in place to reinstate regular appraisal processes. This would further support staff to recognise their strengths, identify professional learning needs and further enhance their practice.

Systems were in place to record children's attendance. During the inspection, we identified that staff did not consistently maintain a shared awareness of children's attendance throughout the session, for example when children were collected. As a result, there was a potential risk that children could be overlooked. Staff responded positively to feedback and, by the second day of inspection, had implemented improved communication processes regarding children's attendance. This contributed to promoting children's safety and wellbeing.

Staff described positive working relationships and spoke highly of one another. We recognised the level of change experienced within the leadership of the service. Staff were a passionate team and demonstrated a shared commitment to moving forward together. This contributed to a supportive team culture and positive outcomes for children.

Leadership opportunities through champion roles promoted staff ownership of key developments. Staff spoke enthusiastically about leading areas such as Emotion Works, literacy, numeracy and nurture. Staff demonstrated commitment, reflective practice and a willingness to drive improvement. This contributed positively to the service to support quality outcomes for children and families.

Monitoring and quality assurance systems were in place and would benefit from further development to support consistency. For example, strengthening oversight of spaces would help ensure children were consistently well supervised. Developing a robust approach to monitoring processes and reviewing the impact of children's experiences would support continued improvement. This would support the service to identify clear actions to enhance children's experiences further.

Audit systems were used to monitor accidents, incidents and medication administration. Strengthening these processes to identify trends, recurring themes and actions taken would help to maintain children's safety. Staff demonstrated a good knowledge of children's medical needs. A more consistent approach to recording the signs and symptoms that may require medication would further support children's health, wellbeing and safety.

Recruitment processes were managed in conjunction with the local authority, and the service demonstrated a commitment to welcoming new staff. Induction processes would benefit from further strengthening. This would ensure staff have opportunities to develop confidence and competence in their role. This would include ensuring staff have access to key information relating to individual children, including child protection and wellbeing needs. This would support continuity of care and promote children's health and wellbeing.

Children play and learn 4 - Good

Quality Indicator: Playing, learning and developing

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.

Children appeared happy, settled and mostly engaged in a range of experiences across the service. They demonstrated confidence and independence as they shared their learning and spoke positively about their favourite places to play. Children told us, "SIMOA helps us learn about keeping safe" and "I like building and making models best." This demonstrated a sense of belonging within the service.

Staff listened attentively to children's ideas, promoted turn-taking and encouraged cooperative play. Children enthusiastically invited staff into their play, such as when preparing snacks for dinosaurs in the garden. Staff enhanced learning by introducing new vocabulary, commenting positively on children's ideas and providing encouragement. This helped support children's confidence, communication and thinking skills.

Opportunities to develop literacy and numeracy skills were embedded throughout play experiences. Children spoke about amounts and ingredients as they mixed materials together when making playdough. They engaged enthusiastically in conversations, commenting that the vanilla "smells like ice cream" and that the mixture "looks like snow." Stories, songs and rhymes supported children's early literacy, language and communication skills. This meant that children were able to progress and achieve at a pace that was right for them.

Children benefited from free flow opportunities for outdoor play and learning. They were actively engaged in a variety of experiences that promoted teamwork, creativity and physical development. Children worked together to create obstacle courses and demonstrated confidence in assessing risks as they used crates and loose parts in their play. Staff recognised outdoor learning as an area for ongoing development, and we agreed this would further enhance children's experiences. We discussed developing resources, including the mud kitchen, tool bench, and construction shed in consultation with children. This would ensure outdoor learning remains stimulating and responsive to children's interests.

Planning approaches reflected a balance of intentional learning and responsive practice. Experiences were informed by children's interests, emerging ideas and individual learning needs. Staff identified appropriate interventions through effective tracking to support and challenge children in their learning. Approaches such as talking tubs and floor books helped capture children's voices and learning journeys. Children demonstrated ownership of their learning, with their views and contributions evident. Staff reflected on younger children's interests, engagement and schematic development when planning experiences. There was scope to review the planning process to consider the skills children develop to enhance their learning experiences. Developing the impact of experiences on children's learning within evaluations, would help strengthen outcomes for children.

During the inspection, we observed a period when children's play was interrupted, and levels of engagement reduced. We asked staff to review transitions throughout the day, including group times, to ensure children remain meaningfully engaged. Staff responded positively to feedback and adapted the lunchtime transition during the second day of inspection. As a result, children remained engaged through a range of experiences, including board games, literacy challenges and self-directed play. Continuing to review transitions would help maintain children's engagement and support consistently positive outcomes for children.

Online learning journals evidenced observations of children's significant learning and demonstrated their progress. Families spoke positively about their involvement in their children's learning and valued the information shared by the service. A parent commented, "I am more than confident my child has flourished in both their confidence and academic abilities since going to this nursery." Next steps in learning were accessible to children through digital displays for older children and visual booklets for younger children. Achievements were recognised and celebrated, helping children to enjoy success and make progress.

Children are supported to achieve — 4 - Good

Quality Indicator: Nurturing care and support

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.

Children experienced warm, nurturing and responsive care from staff who knew them well. Staff were kind, calm and sensitive in their interactions, helping children to feel safe, secure and valued. For example, staff supported children's personal care routines in a respectful and encouraging manner. A parent told us that they felt staff were, "Very friendly and welcoming, always approachable. Always have time for questions." As a result, children's wellbeing was supported.

Families spoke positively about their children's transition into the service and felt that staff responded sensitively to individual needs and circumstances. The use of transitional objects and nurturing relationships with familiar adults further supported children's emotional wellbeing and sense of security. We discussed opportunities to strengthen transition arrangements further. At times, some children appeared less engaged as they moved between activities without a clear purpose. More targeted support during these periods would help children settle more effectively and remain meaningfully engaged.

Most staff were observed engaging positively with children and demonstrated warm, responsive relationships. Children frequently sought comfort, reassurance and interaction from staff, reflecting the trusting relationships that had been established. We signposted, 'Reducing restrictive practice in daycare of children and childminding services: A practice note to promote children's rights, safety and wellbeing.' This would ensure all approaches consistently reflect children's rights and promote their wellbeing.

Snack and mealtime experiences were calm, social and meaningful opportunities. Children were actively involved in preparing and organising snack, promoting independence and responsibility. Staff used these experiences to encourage conversation and the development of practical skills. Younger children benefited from a calm and supportive environment, while older children were encouraged to develop skills that would support their transition to school. We discussed staffing during lunchtime to continue to enhance younger children's experiences. Staff were reflective and understood the benefits of mealtimes to support children's wellbeing, relationships and learning.

Personal plans were in place for children and were reviewed regularly to ensure information remained current and relevant. Staff demonstrated a good understanding of children's individual needs, including additional support needs, and could clearly describe the strategies used to support them. Chronologies recorded significant events in children's lives. These would benefit from further development to reflect the impact of these events on children's wellbeing and any actions taken in response. This would strengthen staff understanding and support more effective planning for children's emotional wellbeing.

Children's safety was promoted through the effective use of the SIMOA (Safety, Monitor, Inspect, Observe, Act) approach. Staff actively involved children in discussions about risk and encouraged them to think about how to keep themselves and others safe. This was extended into the home using home-link bags. These encouraged families to explore safety in everyday situations with their children. As a result, partnership working with families was strengthened.
Infection prevention and control measures were mostly effective. Staff encouraged children to wash their hands at appropriate times throughout the day, supporting children's health and wellbeing. We discussed opportunities for staff to further model effective handwashing practices. This would enhance children's understanding and promote consistency.

Most staff demonstrated a good knowledge of children and their families, which contributed to a warm, welcoming and inclusive ethos. Through daily interactions and ongoing communication, staff had developed trusting and respectful relationships with families. Families told us they felt welcomed, listened to and valued by the service. A range of opportunities enabled families to be actively involved in the life of the created. This helped strengthen partnerships and supported families to be meaningfully involved in their children's learning and wellbeing.

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	4 - Good
Leadership and management of staff and resources	4 - 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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