St. Peter's R.C. Primary School Nursery Class Day Care of Children

10 Falcon Road
Edinburgh
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Telephone: 01314 475 742

Type of inspection:
Unannounced

Completed on:
18 September 2026

Service provided by:
City of Edinburgh Council

Service provider number:
SP2003002576

Service no:
CS2003017381

About the service

St. Peter's R.C. Primary School Nursery Class provides a daycare of children service within a residential area in Edinburgh. The service is registered to provide care to a maximum of 40 children at one time aged between 3 years and primary school entry. There are currently 10 children registered with the service. There were 10 children attending on the day of inspection.
The nursery consists of one playroom, kitchen area, toilets and changing facilities. The playroom has free flow access to a secure outdoor space.

About the inspection

This was an unannounced inspection which took place on 16 September 2026 between 09:00 and 17:00. This 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 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
- spoke with three families during the inspection
- spoke with the leadership 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, 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

- Mealtimes were a significant strength, promoting children's choice, independence and wellbeing through relaxed, flexible routines.
- Leaders knew the service well and used evaluation and quality assurance processes to identify strengths and drive improvement.
- Leaders and staff demonstrated a strong commitment to professional learning, supporting staff to reflect on practice and strengthen outcomes for children.
- Staff were knowledgeable and skilled, using their understanding of child development to provide responsive and nurturing support.
- Children benefited from a rich and stimulating environment that promoted curiosity, creativity, independence and sustained engagement in play.
- Strong partnerships between leaders, staff and families contributed to a welcoming and inclusive environment where children felt safe, valued and supported.

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	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 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.

Leaders had established a strong shared vision, values and aims which were understood and reflected in the daily life of the nursery. The values of being unique, kind, ambitious and resilient were embedded throughout children's experiences and interactions. Staff consistently helped children understand and apply these values in meaningful ways. This included through play, daily routines, discussions, and by recognising and celebrating when children demonstrated them. As a result, the service values promoted positive outcomes for children.

Leaders demonstrated a commitment to continuous improvement and had established a range of self-evaluation processes. These supported staff to reflect on practice, identify strengths and prioritise areas for development. Staff engaged positively in self-evaluation and could confidently describe how professional learning, research and professional enquiry had influenced developments within the nursery. This included consistent recording of evidence, actions and impact. This will help to strengthen evaluation and improve outcomes for children and families.

Leadership was shared effectively through champion roles linked to literacy, numeracy, health and wellbeing, and outdoor learning. Staff were empowered to lead improvement activity and took ownership of developments within their areas of responsibility. Families also contributed through surveys, consultations and ongoing communication, and leaders considered this feedback when planning improvements. As a result, improvements were informed by the needs and interests of children and families and contributed to positive experiences and outcomes for children.

A range of quality assurance activities, including audits, monitoring and moderation processes, supported leaders to maintain oversight of practice and drive improvement. Leaders and staff could clearly describe the findings from these activities and the changes implemented as a result. The service had recognised the need to further develop how quality assurance findings, actions and outcomes were recorded and evidenced. This ongoing work would help demonstrate more clearly the impact of improvement activity and support leaders to evidence how changes were improving outcomes for children, families and staff.

Appropriate procedures were in place and leaders demonstrated a commitment to ensuring children were supported by a skilled and qualified staff team. Newer staff benefitted from a structured induction process which helped them understand their roles, responsibilities and the values of the nursery. Staff spoke positively about the support they received and described a welcoming and supportive culture.

Leaders promoted staff wellbeing through regular wellbeing discussions, professional conversations and access to wider wellbeing support services. Staff discussed feeling valued, respected and supported in their roles. As a result, staff were empowered to contribute to improvement activity and enhance outcomes for children and families.

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.

Children experienced highly engaging, meaningful and enjoyable play experiences which reflected their interests, curiosity and stage of development. They confidently led their own play, made decisions about how experiences developed and how resources were used. The thoughtfully planned indoor and outdoor environments provided a wide range of high-quality, open-ended resources. This includes natural materials, and opportunities for imaginative play, investigation and problem-solving. As a result children were motivated to play and learn.

Children sustained involvement in play for extended periods and demonstrated high levels of independence, curiosity and motivation in their learning. They moved confidently between indoor and outdoor environments, making choices and leading their own play experiences. One family told us, "we love the nursery and the learning here, it's unexpectedly better quality than what we ever could have hoped for." As a result, children were active participants in their learning and developed confidence, resilience and the skills needed to become capable and enthusiastic learners.

Opportunities to develop literacy and numeracy, were embedded naturally within play. Children created snack menus, explored environmental print and used a variety of materials for writing for meaningful purposes. They explored patterns, number and shape in their play and staff used these interests and experiences to extend and challenge children's learning. As a result, children were highly engaged in learning experiences and demonstrated increasing confidence in sharing their ideas, making decisions and leading their own learning.

Staff were highly skilled in recognising when to observe, when to participate and when to extend learning. They used questioning, discussion and encouragement effectively to promote curiosity, creativity and problem-solving while ensuring children maintained ownership of their experiences. Staff had high aspirations for children and made the most of everyday opportunities to support learning. Through sensitive interactions and meaningful conversations, they extended children's thinking, language and understanding. As a result, children experienced rich learning opportunities which supported their communication, independence and development.

Staff demonstrated a clear understanding of children's learning and development and used observations, tracking information and professional discussions to inform planning. A balance of responsive and intentional planning ensured children's interests remained central while providing opportunities to extend learning through a range of experiences. One parent told us, "I've been so happy, I see a difference, they come here and they thrive". This meant that children could learn at a pace right for them through meaningful experiences.

Individual tracking systems supported staff to monitor children's progress across key areas of development. Regular professional discussions helped staff identify appropriate next steps to support learning. Learning journals and floor books highlighted children's varying experiences, achievements and family involvement. This helped to create a shared understanding of children's progress. Leaders had identified opportunities to further strengthen next steps and floor books to develop links between planning and progression. This would help the service to demonstrate the 'golden thread' clearly and further support positive outcomes for children.

Children are supported to achieve	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.

Children experienced warm, nurturing and responsive care from staff who knew them well. Strong, trusting relationships helped children feel secure, respected and valued within the nursery. Staff consistently listened to children, sought their views and respected their choices. Children's rights, voice and consent were embedded in practice. This enabled children to contribute meaningfully to decisions affecting their day and experiences. One parent told us, "They are really loving and kind and really creative with the children." As a result, children appeared confident, comfortable expressing themselves and secure in their relationships with staff.

Interactions were responsive and respectful. Staff successfully balanced nurturing support with appropriate levels of challenge, promoting children's confidence, independence and wellbeing. The calm pace of the nursery day and flexible routines allowed children to stay engaged in their chosen experiences with minimal interruption. This meant children were able to sustain their play and learning, supporting deeper engagement and greater independence.

Mealtimes were a particular strength of the service. Children experienced relaxed and unhurried snack and lunch experiences where they had meaningful choice and control. The rolling lunch arrangement enabled children to decide when they were ready to eat and when they had finished, allowing them to remain engaged in play and learning without unnecessary interruption. Children independently prepared snacks, selected food and poured drinks. This supported them to develop confidence and valuable self-help skills. Daily routines helped to foster conversations, strengthen relationships and promote independence. As a result, mealtimes promoted children's wellbeing, independence and enjoyment, whilst supporting positive engagement throughout the nursery day.

Children's wellbeing was supported through effective personal planning and highly responsive practice. Staff used information gathered from families and, where appropriate, other professionals to understand and respond to children's individual needs, interests and circumstances. This helped ensure care and support remained consistent, nurturing and tailored to each child.

Strong partnerships with families enhanced children's experiences and wellbeing. Leaders and staff knew families well and had created a welcoming and inclusive culture where families felt valued and supported. A wide range of effective communication methods helped ensure families were well informed and actively involved in their children's care and development. Families were provided with a range of meaningful opportunities to participate in nursery life. This collaborative approach strengthened continuity between home and nursery and contributed positively to children's experiences and outcomes.

The nursery promoted an inclusive culture where diversity was celebrated meaningfully with children and families. Children's cultures, backgrounds and family experiences were recognised, respected and reflected throughout the life of the nursery. Opportunities for families to share cultural traditions and participate in celebrations enriched children's experiences. This supported positive identity development and helped foster a strong sense of belonging for all children and families.

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	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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