Arngask Primary School Nursery Class
Day Care of Children

Arngask Primary School
Main Street
Glenfarg
Perth
PH2 9NT

Telephone: 01577867250

Type of inspection:
Unannounced

Completed on:
10 June 2025

Service provided by:
Perth & Kinross Council

Service provider number:
SP2003003370

Service no:
CS2003039474

About the service

Arngask Primary School Nursery Class provides a daycare of children service in Glenfarg, Perth. The service is registered to provide a care service to a maximum of 24 children at any one time, age from 3 years to an age to attend primary school.

The service is located within a village and is close to local woodland, greenspaces and a shop. The nursery consists of one large playroom, an enclosed outdoor play space, and has access to a designated entrance, cloakroom and toilets.

About the inspection

This was an unannounced inspection which took place on 9 and 10 June 2025 between 09:15 and 15:30. Feedback was shared with the service on 10 June 2025. 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 registration information, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- spoke with children using the service;
- received seven completed questionnaires from parents and four staff members;
- spoke with staff and the manager;
- observed practice and children's experience; and
- 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; and
- 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

- Interactions between staff and children were kind, caring and nurturing.
- Positive relationships had been established between the service and families.
- The facilities and resources were of high quality.
- We encouraged the service to continue developing their approaches to quality assurance.
- Staff were respectful and spoke of the positive support from the manager.
- We highlighted how reflecting on training could support professional development.

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?	5 - Very Good
How good is our leadership?	4 - 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

Quality Indicator 1.1: Nurturing, Care and Support

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

Children experienced warm, caring, and nurturing relationships with staff, helping them feel safe and valued. Staff knew the children well and were confident in discussing their individual needs, including dietary requirements and personal targets. Parents shared positive feedback, they told us, "The staff are all brilliant?", "very warm and friendly," and "There's a lovely community feel, and my child has a great relationship with staff and other children."

Emotional wellbeing was a priority throughout the setting. Staff used kind, nurturing language and referred to the service's 'friends that help us' characters. For example, Safe Sully, Active Annie, and Healthy Harriot to support children in gentle and caring conversations. This helped children understand and manage their feelings in a supportive way.

Personal plans were in place for each child, and these had been reviewed every six months. Plans included information which supported staff meet the needs of children. The information was linked to the United Nations Convention on the Rights of the Child (UNCRC) with specific articles being referred to. We discussed with the manager how the service should consistently record information using the SHANARRI wellbeing indicators and include targets on 'personal target sheets' within plans. This would ensure information was consistently recorded for each child. Parents told us "I completed the personal plan at the start of term with learning goals" and "we have only been attending this nursery since January, we are still waiting for a personal development review".

Staff were trained in child protection and used chronologies to track important events, helping them spot patterns and act early to support children's wellbeing. This helped keep children safe from harm.

At the time of inspection no children needed medication, however a policy was in place to support health and wellbeing if needed.

Snack and mealtimes were calm and sociable. Staff made sure children were comfortable and safe, and supported them during these times. We encouraged staff to consistently sit with children during meals to help build communication and learning.

Children were secure, supported, and confident in their environment. They were able to build trusting relationships, express their emotions, and thrive in a setting that prioritised their wellbeing and safety.

Quality Indicator 1.3: Play and Learning

Children experienced high-quality play and learning opportunities that were both engaging and meaningful. Staff provided a rich variety of play experiences that were fun, active, and imaginative, fostering an inclusive environment.

Children were observed participating in a balance of spontaneous and planned activities, such as playing hide and seek outdoors, exploring loose parts, riding bikes, visiting the woods, listening to stories, and engaging in planting and growing activities. These experiences were thoughtfully supported by staff, enabling children to take the lead in their play and learning. As a result, children developed positive friendships, demonstrated creativity, and built confidence through meaningful engagement by staff.

Outdoor play was a strong focus. Staff understood how valuable it is and gave children regular chances to explore nature. Activities included planting, visiting the local pond, farm and using the trim trail. Staff shared how much they valued the local area, saying things like, "One of the best resources we have is our local community," and "Being outdoors is where the children really thrive and show their curiosity for the world."

Children were also encouraged to think for themselves and solve problems. Staff listened closely to their interests and used thoughtful questions to help them learn more. For example, staff talked to children about dinosaurs, shapes, sizes, and how to stay safe during play. This helped children build confidence, stay curious, and develop important thinking and communication skills.

Staff were dedicated to helping children grow in language, literacy, and numeracy. They were enthusiastic about programmes like Word Aware and took the lead in promoting learning and wellbeing. Staff regularly recorded children's progress using a learning journal app, sharing photos and updates with families. These included what children were learning and sometimes what they would learn next. Tools like trackers and overview sheets helped staff plan for each child's needs.

Children's learning was also celebrated through displays and floorbooks. For example, these highlighted exciting experiences like building squirrel nests and taking part in fire pit activities. Families were invited to join in too, through sessions like Peers Early Education Partnership (PEEP), Bookbug, and music activities. As a result, children were deeply engaged in their play, developed strong friendships, were confident through staff and families working together.

How good is our setting? 5 - Very Good

Quality Indicator 2.2: Children experience high quality facilities

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

Children benefited from a safe, welcoming, and well-organised environment that supported their comfort, curiosity, and learning. The setting was well-furnished and inviting, with bright, airy spaces and displays that celebrated children's learning and interests. Communal areas were provided and arranged, giving children a sense of belonging and ownership.

Both indoor and outdoor areas were carefully planned and suited to children's stages of development. Resources and toys were set out and reflected what children were interested in, encouraging them to explore and be creative. Activities like water play, play dough, loose parts, and a dinosaur-themed area were well used and supported imaginative play.

Children had access to high-quality outdoor experiences, including visits to open greenspaces and local woodland areas. These outings helped children connect with nature and feel part of their local community.

Safety was considered through completed risk assessments and daily checks. Children were involved in checking their environment, helping them learn about safety in a meaningful way. Staff used the Care Inspectorate Safety Inspect Monitor Observe Act (SIMOA) approaches and had sensitive conversations with children about staying safe. For example, when climbing, during bike activities and before visiting the local forest. All parents strongly agreed that children are cared for in a safe, secure and well-maintained environment.

Hygiene and infection control were well managed. Staff and children followed good handwashing routines, the building was clean, and resources were regularly sanitised. Staff completed key tasks each morning to make sure the environment was safe and ready for the day. Personal Protective Equipment (PPE) was used appropriately, and routines were well established. One parent told us "I feel my child is looked after in a safe environment where they can develop and grow".

Accidents and incidents were recorded and shared with parents. We discussed how audits could be improved by identifying patterns related to specific areas or resources, this could help prevent future occurrence.

How good is our leadership? 4 - Good

Quality Indicator 3.1: Quality assurance and improvement are led well

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

The team were dedicated to providing high-quality experiences for children and families. Staff spoke positively about the support they received from the manager. We observed staff working well together, showing confidence, professionalism, and a willingness to have open and honest conversations. This helped build strong relationships and supported positive outcomes for children.

The service's vision, values, and aims were clear and put into practice. These were displayed within the entrance area of the nursery which ensured parents were aware of them. The aims included making sure children were safe, happy, achieving, and receiving high-quality learning and teaching. Staff regularly revisited these to keep them at the heart of their work. We discussed how it may be beneficial to include parents in the next review of these.

Staff were encouraged to take on leadership roles by the manager. For example, literacy, numeracy, and forest kindergarten champions had been created. These roles allowed staff to lead by example, share their knowledge, and inspire others. This created a motivated and supportive team culture where everyone worked together to improve the service.

The service had an improvement plan in place which included their focus priorities for supporting ongoing improvement. Quality assurance systems supported the ongoing self-evaluation of the service. We encouraged the service to strengthen the quality assurance processes, especially around auditing personal plans, the environment and accidents and incidents. This would further help maintain high quality learning spaces.

Families were encouraged to be involved in the service. Their views were gathered in different ways, including feedback forms, displays, floorbooks, and online journals. However, a small number of parents felt they weren't meaningfully involved in shaping the service. We encouraged the team to continue building and reviewing the approach to family engagement.

How good is our staff team? 5 - Very Good

Quality Indicator 4.3: Staff deployment

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

Children were supported by a caring and committed staff team who worked closely together to meet their needs. Parents spoke very positively about the staff, describing them as warm, friendly, and attentive. One parent shared, "There is plenty staff whom my child knows and has a strong bond with".

Staff understood the importance of building strong, loving relationships with children. They spoke with pride and passion about their work and the team, creating a positive and welcoming atmosphere. Staff told us, "We genuinely care for the children and work hard to support them," and "We're a close team who all chip in to help each other."

There was enough staff to keep children safe and well cared for. Staff communicated clearly with each other across the nursery, sharing updates about where they were and how many children were present. This helped children feel secure, knowing where their trusted adults were.

The team had a range of experience, skills, and training. Although the setting had gone through some staff changes, the team remained strong and enthusiastic about learning. Staff had taken part in training such as Word Aware, Forest School, and block play. One staff member shared how Emotion Works training helped improve children's wellbeing, while another explained how fine motor skills training helped them better support children's physical development.

A whole team training overview was in place. We suggested making this more tailored to individual staff needs. We also highlighted how reflecting on training consistently could help shape professional development discussions.

New staff were supported through an induction process. For example, staff spoke through the use of both national and local authority induction materials. As a result, children experienced consistent care from a knowledgeable and nurturing team.

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?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very Good

How good is our leadership?	4 - Good
3.1 Quality assurance and improvement are led well	4 - Good

How good is our staff team?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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