Livingston Village Primary School Nursery Class
Day Care of Children

Livingston Village Primary School
Kirkton North Road
Livingston
EH54 7EQ

Telephone: 01506 429 620

Type of inspection:
Unannounced

Completed on:
24 June 2026

Service provided by:
West Lothian Council

Service provider number:
SP2003002601

Service no:
CS2004058342

About the service

Livingston Village Primary School Nursery School Class is a daycare of children service situated within Livingston Primary School in Livingston, West Lothian. The service is registered to provide care for a maximum of 54 children aged from 2 years to not yet attending primary school at any one time.

Children have access to one playroom with a dedicated kitchen and toilets, the school playground and a large, enclosed outdoor garden area joined onto the playground. The service is close to local shops and other amenities.

About the inspection

This was an unannounced inspection which took place on Tuesday 23 June 2026 between 07:50 and 15:45 and Tuesday 24 June 2026 between 09:00 and 14:15. 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 and spoke with families
- Received seven completed questionnaires from families
- Spoke with eight 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 experienced excellent outcomes because aspirational and highly effective leadership embedded a strong culture of continuous improvement, rights-based practice and meaningful participation.
- Staff confidently led improvement, shared effective practice across the local authority and actively involved children in decision-making.
- Children experienced very good play and learning opportunities within a stimulating and responsive environment where their interests, choices and rights shaped their experiences.
- Skilled staff used their knowledge of child development and effective interactions to extend learning, promote independence and support children to make good progress.
- Children experienced exceptional care and support from highly attuned, nurturing and aspirational staff who placed their rights, wellbeing and individual needs at the heart of practice.
- Strong, trusting relationships, highly effective personal planning and inclusive approaches ensured children felt safe, valued and respected, enabling them to develop confidence, resilience and a strong sense of belonging.

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	6 - Excellent
Children play and learn	5 - Very Good
Children are supported to achieve	6 - Excellent

Further details on the particular areas inspected are provided at the end of this report.

Leadership 6 - Excellent

We evaluated this key question as **excellent** where performance was sector leading with outstandingly high outcomes for children/people.

Quality indicator: Leadership and management of staff and resources

Children benefited from exceptional leadership that established a clear, ambitious vision, values and aims, developed collaboratively with children, families and staff and embedded throughout the service. Staff consistently promoted these values in practice; for example, children confidently described how they had persevered during play and learning, demonstrating a strong understanding of the service's aims. Families shared: "Parent views are always listened to" and "We are regularly asked our opinions on the service." This created a consistent, child-centred approach where decisions about care, wellbeing and learning were guided by what mattered most to children.

Leadership successfully embedded a strong culture of continuous improvement. Self-evaluation was highly effective and drew on the views of children, families and staff to inform developments. By drawing on a wide range of evidence, including observations, feedback from families, children's views, relevant guidance and reflective tools, they confidently identified strengths and areas for development. Robust monitoring and auditing arrangements were fundamental to the delivery of highly consistent, rights-based practice across the service. This ensured children experienced high-quality care and learning that consistently reflected their needs, interests and aspirations.

Children's experiences were enhanced by the service's commitment to innovation and improvement. Children benefited from a highly stimulating outdoor environment that had been thoughtfully redesigned in response to their views, best practice guidance and external expertise. Staff rigorously evaluated the impact of these improvements, demonstrating enhanced engagement, confidence and progression in children's learning. A strong culture of continuous improvement was evident, with the team proactively identifying further opportunities to enrich the outdoor environment and create exceptional conditions for children to thrive. As a result, children benefited from rich, engaging play opportunities that promoted curiosity and creativity.

The highly positive culture empowered staff to take an active and meaningful role in leading improvement. Staff confidently undertook leadership responsibilities and contributed to a shared culture of accountability and collaboration. For example, staff led developments to improve literacy, family engagement and STEM (Science, Technology, Engineering and Mathematics). Staff spoke confidently about the research they had undertaken and demonstrated how they had measured its significant positive impact on children's learning and development. As a result, children benefited from enhanced opportunities to explore, investigate and develop a wide range of skills through high-quality play, supporting positive outcomes across their learning and wellbeing.

The service made a significant contribution to improvement beyond its own setting. Staff shared effective practice through professional discussions and collaborative working across the local authority, supporting improved outcomes for children in other services. They promoted rights-based approaches and shared successful initiatives, including promoting healthy eating, through Setting the Table guidance. This demonstrated sector-leading practice and a strong commitment to improving experiences for children across the wider learning community.

Children took meaningful leadership roles in shaping improvements to their environment and experiences. Staff consistently listened to and acted upon children's views, ensuring they felt valued, respected and included. Children took on "mini leader" roles, leading improvements across the nursery, reflecting with staff on what mattered to them, and helping to plan next steps that promoted and upheld their rights. As a result, children influenced meaningful changes within the service that reflected their ideas, interests and aspirations, strengthening their confidence, wellbeing and sense of belonging.

Staff wellbeing was promoted exceptionally well through strong leadership, supportive management and a positive team culture. Staff felt valued, respected and empowered, contributing confidently to service improvement. Effective induction processes ensured new staff and students felt supported from the outset, resulting in a highly motivated workforce that consistently delivered excellent 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.**

Quality indicator: Playing, learning and developing

Children were happy, confident and highly engaged across the service. They experienced rich opportunities to play, learn and explore both indoors and outdoors. The learning environment was stimulating, inviting and thoughtfully designed to support curiosity, creativity and discovery. Resources and experiences provided appropriate challenge and promoted high-quality learning opportunities. Staff demonstrated a strong understanding of child development and used this knowledge effectively to ensure children were appropriately challenged at every stage of their play. They skilfully supported children and were able to adapt experiences to meet all children's needs and abilities. As a result, children made very good progress, developed new skills and confidently led their own learning. This approach promoted choice, independence and a strong sense of ownership and respect for their environment.

Children made meaningful choices about where, what and how they played, and staff responded positively to these decisions. Staff knew children well and responded sensitively to their verbal and non-verbal communication. They used a range of effective approaches, including skilled questioning, thinking aloud and allowing children sufficient time to respond and share their ideas. This extended children's thinking, strengthened problem-solving skills and supported deeper engagement in learning.

Planning approaches were highly responsive to children's interests, ideas and emerging learning. Floor books captured and celebrated children's voices, ensuring their thoughts, opinions and discussions meaningfully influenced experiences and planning. For example, staff recorded when children revisited earlier floor book entries and used these reflections to extend and deepen learning opportunities. This supported sustained engagement, helped children make meaningful connections in their learning and reinforced the value of their contributions. Staff skilfully used these reflections to inform high quality planning, consolidating learning, promoting progression and shaping future experiences. As a result, children experienced a highly responsive learning environment where their ideas consistently influenced and enriched their learning journey.

Children were actively involved in shaping their learning experiences. Staff valued children's ideas and interests and used these to inform planning. For example, children participated enthusiastically in storytelling and mindfulness experiences and explored their own creative ideas. One child created their own story, which staff shared and celebrated with families. This supported children to develop confidence, take pride in their achievements and view themselves as successful learners.

Children were highly engaged in rich and stimulating play experiences that promoted learning across all areas of development. Staff gathered meaningful observations that captured children's voices, identified progress and informed appropriate next steps in learning. Staff used a range of approaches, including Seesaw, curriculum evenings and home learning resources, to share children's experiences and achievements. This collaborative approach strengthened relationships with families, built trust and promoted continuity in children's learning between home and the setting.

Staff recognised and celebrated children's achievements in meaningful and individualised ways. For example, photographs and comments were displayed on the "Achievement Tree" for children and families to view and celebrate together. This helped children feel valued and respected, strengthened their confidence and self-esteem, and encouraged positive attitudes towards learning. As a result, children approached their play and learning with enthusiasm, resilience and a willingness to embrace new challenges.

Children are supported to achieve 6 - Excellent

We evaluated this key question as **excellent** where performance was sector leading with outstandingly high outcomes for children/people.

Quality indicator: Nurturing care and support

Children experienced exceptionally high-quality care and support from highly attuned, nurturing and aspirational staff. They consistently placed their wellbeing, rights and individual needs at the centre of practice. Staff interactions were respectful, warm and responsive, and were underpinned by strong, trusting relationships with children and their families. Staff demonstrated an excellent understanding of each child's individual circumstances and used this knowledge effectively to promote children's wellbeing, development and health. The open, inclusive and transparent culture across the service ensured children felt secure, valued and confident in their surroundings.

A strong rights-based ethos was embedded throughout the service. Children's wellbeing was placed at the centre of highly effective transition processes. They played a meaningful role in shaping their transition experiences through regular opportunities to reflect on, evaluate and share their views. Staff used this rich feedback to provide highly personalised transition arrangements that responded to each child's strengths, preferences and support needs. Compassionate and responsive approaches helped children feel safe, respected and empowered throughout periods of change. As a result, children experienced exceptionally positive transitions and developed confidence, resilience and a strong sense of belonging.

Personal planning was of an exceptionally high standard and demonstrated meaningful partnership working with families. Personal plans contained detailed, relevant and up-to-date information about children's care, wellbeing and support needs and were reviewed regularly to ensure they remained responsive to changing circumstances. Effective information sharing between families and the service enabled staff to provide highly individualised care and support. Staff enhanced this process through home visits and engagement with other educational settings children attended, enabling them to develop a deep understanding of each child's needs. As a result, children and families experienced exceptionally well-planned, personalised support. Children had developed trusting relationships to meet their unique needs, preferences and circumstances.

Children who required some additional support benefited from highly effective planning and coordinated approaches. These approaches were strengthened through effective support from within the service and collaborative input from external professionals. Detailed strategies and support plans were shared across the staff team, ensuring all staff understood their role in meeting children's needs. Staff demonstrated confidence and competence in implementing agreed approaches and clearly articulated the positive impact these had on children's experiences. As a result, children were fully included, actively engaged and successful in their play, learning and development.

Mealtimes were a significant strength of the service. We observed high-quality interactions observed throughout the setting. Staff created relaxed, social and unhurried experiences where children enjoyed conversations, developed relationships and built important life skills. Children used their "mini leaders" role to support their peers during snack and mealtimes, demonstrating responsibility, confidence and leadership while contributing to a positive and well organised routine. As a result, children experienced positive, nurturing social interactions while developing healthy attitudes towards food and eating.

Leaders and staff demonstrated a strong capacity for ongoing improvement and a clear commitment to further strengthening family engagement. Planned partnership work with health visitors aimed to improve awareness of available support, accessing external services and enhance outcomes for children and families from an early age. This proactive and highly aspirational approach ensured families were supported to access the right help at the right time, contributing positively to children's overall wellbeing, development and future outcomes. A family shared: "Our experience with this ELC has never been short of fantastic. I pushed hard for my [child] to attend this ELC because it feels like a rite of passage in our family where friends are made and happiness is abundant."

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	6 - Excellent
Leadership and management of staff and resources	6 - Excellent

Children play and learn	5 - Very Good
Playing, learning and developing	5 - Very Good

Children are supported to achieve	6 - Excellent
Nurturing care and support	6 - Excellent

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