Resolis Primary School Nursery
Day Care of Children

Resolis Primary School
Resolis
Balblair
Dingwall
IV7 8LT

Telephone: 01381 622 600

Type of inspection:
Unannounced

Completed on:
3 September 2025

Service provided by:
Highland Council

Service provider number:
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Service no:
CS2007143273

About the service

Resolis Primary School Nursery is a day care of children service situated within the school building of Resolis Primary School. The service is registered to provide a care service for a maximum of 24 children aged three years to not yet attending school.

The service is situated in a rural, agricultural area in the hamlet of Resolis on the Black Isle. Children are cared for in a purpose built nursery, attached to the primary school. They are cared for in a playroom opening directly onto a secure outdoor area from where the main playground can be accessed. Children also have access to school facilities including the playground and hall.

About the inspection

This was an unannounced inspection which took place on Tuesday 2 September, between 09:15 and 15:00, and Wednesday 3 September 2025, between 08:45 and 11:15. 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 previous inspection findings, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- spoke with 6 family members of people using the service
- reviewed responses to our MS Forms survey of family members of people using the service
- spoke with staff and management
- observed practice and daily experiences
- 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
- 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

- Children experienced nurturing and emotionally responsive care which supported them to feel safe, respected and valued.
- Children's needs were understood and met consistently as there were effective systems in place to share personal planning information.
- Children were empowered to follow their own ideas, curiosity and lead their learning.
- The service had identified further improvements to their planning and observation of children's learning, development and progress.
- Robust quality assurance processes supported the service to deliver high quality care and support tailored to meet children's and families' needs.
- There was an outcomes focused approach to staff deployment in relation to meeting children's needs.

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

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

1.1 Nurturing care and support

Children experienced nurturing and emotionally responsive care. Staff consistently engaged in warm, calm, and caring interactions. They were responsive to children's emotional needs, providing adaptations to those who were easily overwhelmed. This supported children to feel safe, respected, and valued in an inclusive environment. Positive relationships were evident across the setting. Families were encouraged to join regular stay and play sessions and to be involved in the setting. These relationships fostered a welcoming atmosphere and supported children's wellbeing.

Children's development was supported through effective personal planning. Children's care and support benefitted from a holistic approach to supporting individuals and families. Information gathered formally and informally from families was used to identify specific actions. For example, strategies identified in personal plans to support individual needs were used effectively by all staff. This supported children to follow their interests, develop and reach their potential. Children were supported with care and understanding. There were systems in place to share personal planning information. This helped ensure that each child's needs were understood and met consistently. Parents told us that they felt they received good quality information about their child's day at nursery.

Transitions throughout the day were sensitively managed. Staff used clear, age-appropriate language and cues to help children prepare for changes in routines across their day. Staff talked to children about what would happen next and used visual countdowns to changes of routine, such as from play to lunch time. This meant children were supported to understand routines, contributing to emotional regulation and helping them feel safe.

Children's snack experience was a relaxed unhurried, sociable experience. Their development of independence skills benefitted from opportunities to be involved in snack preparation. Managing small tasks promoted self-help skills and a sense of responsibility. Attentive staff supported safe eating, helping to minimise the risk of choking. Opportunities for sociable chat with staff fostered attachments and social language skills. There was scope to enhance children's lunchtime experience further to be consistent with the homely experience of snack. The service had identified this as an area for development. They were continuing to explore how to increase children's involvement in their lunch experience to foster a more family meal type experience.

Children's security and independence were nurtured by staff supporting personal care routines. They were supported in a manner that respected their dignity and privacy.

Children's health and wellbeing was supported by systems in place to manage medication. Recorded information corresponded, which meant that children received the correct medication and the right care.

1.3 Play and Learning

Children enjoyed a variety of play experiences that supported their learning and progress with developmentally appropriate resources and activities. Staff recognised the value of child-led play and empowered children to follow their own ideas, make choices, and lead their learning. For example, a child

was supported to stay indoors to follow her own ideas and creative learning while everyone else had chosen to play outside. As a result, children were engaged and enjoying play.

Children experienced interactions which were warm and encouraging. Some skilled interactions demonstrated that staff had a good understanding of child development. For example, children's language development was supported by staff who made effective use of identified strategies from a speech and language development programme.

Children enjoyed a balance of spontaneous and planned play and learning experiences. Planning approaches were responsive to children's interests and developmental needs. We saw how staff responsively adapted a planned activity to meet children's level of interest. This gave children the opportunity to explore a real-life experience in a fun way which was meaningful to them. This meant that intentionally planned experiences led to children engaging well for significant periods of time.

The service was continuing to embed their approach to planning. Children's current interests and some learning were captured in observations and floorbooks. The service had identified the development of high quality observations as an improvement priority. The service was in the early stages of developing observations to consistently capture individual's knowledge, skills and understanding, and to identify appropriate next steps. It was too early to assess the impact of this improvement priority on children's experiences and outcomes.

Children's literacy and language development was supported by staff continuing to embed opportunities through the provision of appropriate resources across the setting. There were opportunities to paint, draw and make marks, indoors and outdoors, encouraging early writing skills. Children were able to enjoy stories on demand. During our inspection, children were enjoying staff reading to them in a new outdoor reading nook. Indoors, a quiet, cosy space also provided children with access to books. Children's language development benefitted from staff modelling language well and encouraging them to express themselves, helping build vocabulary and confidence.

Children's development of numeracy knowledge and skills were supported by some skilfull staff interactions. For example, introducing counting and numeracy language as children played. There were some numeracy learning opportunities across areas, particularly in the playroom. These included tape measures and environmental print in the construction area and large block play area. There was scope to increase further numeracy opportunities across the setting particularly outdoors.

Children had opportunities to be involved across their whole school and wider communities. Staff supported children who wanted to join older peers during some school break times. They were also offered a weekly opportunity to take part in outdoor play and learning with Primary 1 peers. This supported an extended transition to school enabling them to get to know teachers and school peers.

How good is our setting? 5 - Very Good

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 a comfortable setting with a naturally, well-lit playroom which was neutrally decorated. The playroom had been thoughtfully organised with room to move easily between different areas. There was lots of floor space for activities such as building with blocks or creating with loose parts. Many resources were accessible to children, supporting child-led play, as they could self-select and choose what they wanted to use. Furniture and resources were in good condition, clean and well maintained which gave children the message they mattered and were valued.

The provision of open-ended, natural resources and loose parts enabled children to explore play creatively and to follow their curiosity. There is scope to further increase the range of these materials to promote collaborative play and problem solving. Outdoors, resources were organised so that they were accessible to children, enabling them to follow their curiosity. The layout and invitations to play set up by staff in different areas reflected children's interests and promoted meaningful engagement in play.

Children's wellbeing was supported by the provision of a calm, cosy space to rest or enjoy a quieter area when needed. Some homely touches had been added which made this area feel appealing. A lamp provided softer lighting, there were some fidget resources and a tee-pee provided an enclosed, enveloping space. This demonstrated that thought had been given to children's sensory and self-regulation needs.

Children's play and wellbeing were benefitted from encouragement to move freely between indoor and outdoor spaces. Staff had considered, through a robust risk assessment process, how to keep children safe as they moved between areas and when playing outdoors. They demonstrated an awareness of children's movement between areas. They had implemented controls such as effective communication between staff team members and regular headcounts to promote a safe, secure environment for children.

Children's overall health and wellbeing benefitted from effective infection prevention and control measures. Effective supervision of handwashing supported children to wash their hands at key times of the day. Staff modelled how to wash hands and used strategies to support children to learn how long handwashing should take. Staff encouraged children to clean the table for snacks, helping them to learn about good hygiene practice. Children who needed support with personal care accessed clean, organised changing facilities with an age appropriate changing table. This meant children's independence was safely developed.

How good is our leadership? 5 - Very Good

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's outcomes and experiences were influenced by the ethos of the service which reflected the values of the service. This was demonstrated in several ways including staff interactions with children and families. Feedback from surveys and informal interactions was used effectively to identify strengths and areas for development. The manager was supportive, and visible within the setting, creating a strong culture of continuous improvement. Staff told us the manager was approachable and that they felt well supported.

Robust quality assurance processes supported the service to deliver high quality care and support tailored to meet children's and families' needs. For example, children's learning profiles were monitored as part of discussions at staff support and supervision meetings. As a result, actions were shared and taken forward.

Auditing processes had led to recognition that further individual support was needed for some children. As a result, changes were made to day staff practice leading to positive impacts for children.

A clear improvement plan was in place and regularly reviewed. A continual process of self-evaluation supported the service to reflect on what was working well and to identify where further changes were needed to improve children's experiences and outcomes. Self-evaluation included input from families and children, collected via surveys and responding to children's ideas. The improvement plan included purposeful and achievable actions which enabled a steady pace of improvement to be maintained.

Staff contributed regularly to reflective discussions and self-evaluation of improvement priorities. They were encouraged to lead on improvement initiatives and their contributions are valued. As a result they demonstrated a shared commitment to influencing positive outcomes for children and families. For example, some staff had recently completed professional development training with a view to supporting families in the ELC. They spoke enthusiastically of their ideas for the future development of this plan. This demonstrated their motivation for continuous improvement of the service.

How good is our staff team? 5 - Very Good

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 consistently well supported throughout their day. There was a balance of skills, experience and knowledge across the staff team which contributed to positive experiences for children.

Children's continuity of care was supported as staff communicated well and respectfully with each other. They were proactive in communicating to colleagues if a task took them away from their responsibilities. Staff worked well together, working flexibly in their roles to ensure quality engagement with children.

There was an outcomes focused approach to staff deployment in relation to meeting children's needs. This meant that staff met the needs of children well through effective support and supervision. This promoted children's independence and supported their overall wellbeing and safety.

We acknowledged that filling a staff vacancy was an ongoing challenge for the service. This had been well managed with regular and familiar relief staff. Arrangements were in place to support temporary staff, ensuring they were well integrated and able to contribute meaningfully. This enabled them to help meet children's needs. This meant potential disruption to children's care, play and learning was minimised, and helped provide security and familiarity.

Busier times of the day were well planned for to support transitions for children and families. Informal opportunities for families to speak with staff were created as families were welcomed into the setting if they wanted to settle their children. Staff were on hand to support positive transitions. As a result, children who had just started at the setting were settling in well.

Staff demonstrated a commitment to supporting continuous improvement. They were motivated to continue professional learning and developing their practice to support children's care, play and development. This approach was impacting positively on children's outcomes.

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 support positive outcomes for children, the provider should ensure that robust quality assurance systems are fully developed. This should include but is not limited to developing effective monitoring and self-evaluation systems.

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).

This area for improvement was made on 4 October 2023.

Action taken since then

Children's outcomes benefitted from robust quality assurance systems which led to sustained improvements. Effective monitoring processes included regular support and supervision meetings for staff. This provided a consistent approach to monitoring aspects of the service. For example, regular monitoring of learning and development profiling of children's progress informed the identification of further priorities for improvement to children's outcomes. For example, the development of high quality observations (see section How good is our care, play and learning?, 1.3 Play and Learning).

Positive outcomes for children were promoted through an effective process of self-evaluation. This captured staff reflections on the impact of improvements and where further changes were needed to influence positive outcomes. For example, a second cycle of improvements to planning for play and learning was identified. This action was supporting changes to be consistently and effectively embedded to maximise positive impacts on children's experiences and outcomes.

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

How good is our care, play and learning?	4 - Good
1.1 Nurturing care and support	5 - Very Good
1.3 Play and learning	4 - Good

How good is our setting?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very Good

How good is our leadership?	5 - Very Good
3.1 Quality assurance and improvement are led well	5 - Very Good

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

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