

Newtyle Pre School Class Day Care of Children

Dundee Road
Newtyle
Blairgowrie
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Telephone: 01575 526 049

Type of inspection:
Unannounced

Completed on:
7 November 2025

Service provided by:
Angus Council

Service provider number:
SP2003000043

Service no:
CS2003016865

About the service

Newtyle Pre School class provides a daycare of children service in Newtyle, Angus. The service is registered to provide care to a maximum of 20 children not yet attending primary school at any one time. No more than 5 are aged 2 years to under 3 years. Other conditions unique to the service: The outdoor space has been taken into account when agreeing the maximum number of children. Children must have access to the outdoor areas at all times. The manager is also the manager of Airlie Pre School Class.

The setting consists of a playroom, an outdoor play space and toilet facilities. The nursery also have access to the gym hall within the main school building.

About the inspection

This was an unannounced inspection which took place on 5 and 6 October 2025 between 09:15 and 16:30. Feedback was shared with the service on 6 October 2025.

The 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 complaints information, information submitted by the service and intelligence gathered throughout the inspection year. To inform our evaluation we:

- spent time with 11 children using the service
- received five completed questionnaires from families
- spoke with three 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.

During this inspection we 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

- Staff knew the children well and were responsive to their current interests and individual needs.
- Interactions between staff and children were warm and caring.
- Family engagement within the setting was being developed to involve parents in the life of the service.
- Children were having fun and were engaged in quality play experiences both indoors and outdoors.

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.

The service had a shared vision, values and aims in place which had previously been reviewed by children, staff and families. Children were actively involved in creating posters to represent these aims, which promoted understanding and ownership. The service were working to fully embed the vision, values and aims into practice and ensure these were reflected in ongoing improvement within the service.

Self-evaluation processes had been well considered by management and supported the service to provide quality play and learning experiences. Children and families were involved in the self-evaluation process in a meaningful way which supported ongoing development and improved outcomes for all. A parent shared, 'nursery hold regular sessions for parents to come in and chat about initiatives and plans.'

Regular audits were carried out by the service to monitor the management of accidents, incidents, and medication, which demonstrated a commitment to quality assurance. However, the medication audit process required further development to ensure it was robust and effective in identifying discrepancies in both documentation and storage. Strengthening this approach would enhance accountability and ensure that children's health and wellbeing needs were consistently met.

The service's quality assurance processes were well managed and supported by a detailed calendar, which clearly outlined monitoring, supervision, and reviews within specific timescales. This approach promoted consistency of practice. An improvement plan was in place, which identified clear priorities that focused on enhancing play and learning experiences for children while supporting the professional development of the staff team. These measures demonstrated a proactive commitment to continuous improvement and positive outcomes for all.

An induction process had been developed to support newly recruited staff. This could be further developed through the recording of reflective discussions. Professional development was supported through ongoing training and sharing of good practice as a team. The staff team were well supported through regular team meetings and appraisals. Staff were passionate, and were keen to share their strengths, learning and knowledge with each other. The development of leadership roles had further enhanced their skills and knowledge and provided them with ownership and responsibility to provide quality experiences and outcomes for children.

Management had developed risk assessments to ensure all areas of the nursery were safe for children, families and staff. The service should remain vigilant regarding the low fencing on one side of the nursery garden and should continue to manage this potential risk to keep children safe. This would ensure that children did not have the opportunity to climb the fence and leave the setting.

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 were having fun and were engaged in a range of adult initiated and spontaneous learning opportunities. Children were confident to share their learning and revisit previous learning experiences with us. For example, children showed us the pond they had created outdoors which provided a home for a toad who had recently visited their garden. This play was being extended further, and children were building bug hotels using a variety of resources. A parent commented, 'there is always lots of opportunity for my child to take part in different things.' Children were taking ownership of their play and learning experiences while developing their imagination, curiosity and creativity.

A wide range of age and stage appropriate resources were available and supported children to develop their interests and engage in meaningful play and learning. Resources and provocations encouraged curiosity, exploration and creativity. Staff were responsive while observing children's play and offered additional resources when appropriate which provided challenge and extended learning opportunities.

Language, literacy and numeracy were well supported indoors. Children took part in story sharing, used books to extend their learning, were mark making and some were writing their own names on artwork. Children were supported to count, measure and use mathematical language to develop play and learning skills. These opportunities could be further developed outdoors to provide more depth for children's learning experiences within the outdoor environment.

Responsive interactions supported the development of communication and language throughout play and during group time activities. Children were supported to self-regulate and express feelings and emotions. They were supported to develop their understanding of the word 'respect' which was one of the values within the setting. Children created pictures to show how they had been respectful and then put a marble in their respect jar. They were keen to share this learning with us. This developed children's learning and supported the team to embed the vision and values within the service.

A weekly planning cycle supported staff to plan a balance of adult initiated learning and be responsive to children's current interests. Planning identified the word and book of the week. There was a focus on children's identified needs as well as targeted interventions. Learning intentions and focus questions further supported planned learning and development. Staff had an overview of children's next steps which assisted them to provide appropriate play and learning opportunities to support ongoing learning and progression.

Observations of children's play and learning were recorded in the Seesaw app. These were shared with families to include them in their child's learning and development. We identified where some learning intentions matched children's next steps and supported progression. Some observations identified clear and specific learning, this could be further developed by the staff team to provide consistency within the recording of children's observations.

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.

Staff knew children well and were responsive to their needs and cues. Staffing was consistent which ensured continuity of care for children which supported their wellbeing and effective transitions. Children were supported to express feelings and emotions which was strengthened by a well-resourced emotion station. This ensured that children's wellbeing needs were sensitively managed through a range of quality care experiences.

Mealtimes provided a social experience for children throughout which they developed life skills and independence. Allergies were well managed by staff. Children took part in quality interactions and discussions with staff while they sat with children. However, staff became more task focused towards the end of the mealtime experience which limited quality interactions. This could be reflected on by the team to ensure children's needs are fully met throughout all mealtime experiences.

Children's personal plans were detailed and reflected individual needs, preferences, and routines from home. Staff demonstrated responsive practice by ensuring these routines were respected, providing opportunities for rest and sleep when required. A parent shared, 'we have "my world" meetings to discuss any changes with the child and their progress.' Plans were tailored to meet specific needs and clearly identified other professionals involved in a child's care. The service used a proactive approach by working closely with external professionals, which supported the development of effective strategies and individual support plans. This collaborative approach ensured children's needs were consistently met.

A warm and welcoming environment was provided for children and families. Children's artwork was displayed along with photographs of their play and learning. Photographs of children's successes and achievements at home were displayed in the cloakroom. This helped children to feel valued and respected and share their achievements with their peers. A parent commented, 'the staff are all very friendly and helpful.' Families were welcomed into the setting daily during drop off and pick up times. This provided the opportunity for effective sharing of information to ensure children's needs were fully met.

Families were invited into the setting for stay and play sessions, cooking workshops and a variety of other events. Most parents shared that they would like to be involved in more stay and play sessions. Parental engagement was being further developed through a lending library and story bags. This ensured that parents were involved in the daily life of the service and had opportunities to engage with staff to improve outcomes for all.

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

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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