

Pumpherston and Uphall Station Community Primary School Day Care of Children

Drumshoreland Road
Pumpherston
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Telephone: 01506 280997

Type of inspection:
Unannounced

Completed on:
25 November 2025

Service provided by:
West Lothian Council

Service provider number:
SP2003002601

Service no:
CS2003016161

About the service

Pumpherston and Uphall Station Community Primary School Nursery is a daycare of children service provided by West Lothian council. The service is registered to provide a care to a maximum of 36 children from three years of age up to an age to attend primary school.

The service is in the village of Pumpherston on the same site as the primary school. The accommodation comprises of a playroom that opens onto a fully enclosed outdoor play area. It is near local shops and public transport routes.

About the inspection

This was an unannounced inspection which took place on 24 November 2025, between 09:30 and 16:30 and 25 November between 09:30 and 13:50. 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, registration information, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- observed children using the service
- received feedback from six families
- spoke with the staff and management team
- 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.

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 genuine warmth, caring and nurturing approaches to support their wellbeing.

Staff interactions were consistently kind, supportive and responsive. They were well positioned to facilitate play and build on children's interests. This meant that children were engaged and having fun.

Children were highly engaged in play both indoors and outdoors. They demonstrated confidence and independence, spending their time in purposeful, meaningful play.

Planning approaches could be strengthened by ensuring daily observations meaningfully inform future planning.

The service demonstrated a commitment to improvement, with staff actively engaging in reflection and development.

Monitoring across all areas of practice could be further developed.

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	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.

Leadership and management of staff and resources

The service's vision, values, and aims clearly reflected its commitment to kindness, nurturing, and respect. These principles were evident throughout the nursery and embedded in daily practice. Staff interactions and the environment consistently demonstrated these values. Families had been involved in shaping the vision and values, creating a shared approach that included staff, children, and families.

The service demonstrated a commitment to improvement, with staff actively engaging in reflection and development. Self-evaluation processes were in place and created opportunities for staff to reflect and identify what was working well. This contributed to positive changes in practice and improved experiences for children. However, the process was not yet consistently focused on evaluating the impact of changes on children's outcomes. There is scope to further strengthen this process by involving parents more meaningfully.

Quality assurance processes were used to review and monitor some aspects of the service in a focused and meaningful way. For example, an audit of the lunch time experience identified areas for development. These had been actioned and contributed to very good outcomes for children by supporting reflective practice and continuous improvement. The service was responsive to suggestions made to further develop monitoring across all areas of practice to ensure this was consistently robust. Consideration should be given to ensure effective reviews are undertaken of service procedures to support high-quality care.

The nursery improvement plan provided a clear and structured overview of service priorities, which supported a shared understanding across the team. Staff were confident about what needed to improve and understood their role in achieving this. Regular reviews of the plan ensured actions were monitored and progress tracked effectively. As a result, children benefited from a service that was well-organised and focused on continuous improvement, leading to positive changes in staff practice.

An induction resource is used to support staff who are new to their roles. Informal mentoring arrangements are in place, providing additional guidance and reassurance for new team members. Parents told us they feel well-informed about new and temporary staff, which helped maintain trust and continuity of care.

Children play and learn 4 - Good

We evaluated this quality indicator as good, where there were important strengths within the settings' work and some aspects which could benefit from improvement.

Playing, learning and developing

Children were highly engaged in play both indoors and outdoors, benefiting from free-flow opportunities that allowed them to lead their own play for most of the day. They demonstrated confidence and independence, spending their time in purposeful, meaningful play. For example, building a large tower with blocks and finding a home for a worm.

Staff interactions were consistently kind, supportive and responsive. They were positioned effectively throughout the day, making themselves available to facilitate play and build on children's interests. This meant that children were engaged and having fun. Staff used developmentally appropriate strategies such as commentary and explanation to support and extend children's language and understanding. There was scope to further enhance this practice by including strategies such as 'wondering aloud' to deepen children's curiosity and critical thinking.

Children benefited from several areas which were well resourced and provided opportunities for children to engage meaningfully in play. Some areas would benefit from a review to ensure they fully support sustained play and spark curiosity. For example, the home corner lacked resources limiting opportunities for imaginative and exploratory play. Staff were responsive and had begun to make improvements to play spaces, creating richer environments that supported children's play. The outdoor environment was stimulating and well-resourced, offering a variety of experiences that extended learning and supported children's interests. Children were observed running, balancing, and engaging in activities that promoted the development of gross motor skills. These opportunities contributed positively to children's physical wellbeing, creativity, and overall enjoyment of their learning.

Child-centred planning approaches were generally responsive to children's interests; however, there was scope to strengthen this by ensuring daily observations meaningfully inform future planning. Observations and updates are shared with parents via an online platform, which supported family engagement and celebrated achievements. We discussed the importance of ensuring that significant learning is consistently documented and that next steps are clearly identified. This will support effective and meaningful planning for each child's learning journey.

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.

Nurturing care and support

Children experienced genuine warmth, caring and nurturing approaches to support their wellbeing. We observed staff to be compassionate and responsive in their interactions. This contributed to children feeling safe and secure and as a result all children were confident, happy and engaged in their play experiences. One parent commented, 'Really great ELC facility with great staff who show a genuine passion to care for the children'.

Children received individual attention when needed during personal care which ensured this was sensitive and respectful. Staff actively checked with children whether they needed any assistance and provided this when required. This approach promoted dignity and children's independence.

Children's wellbeing was effectively supported through personal planning which had been created in partnership with families. Staff knew all children well and were aware of their individual needs. They spoke knowledgeably about the children, describing their individual characteristics and any sensitivities they may have. This contributed positively to children's self-esteem and sense of wellbeing. This ensured positive outcomes for children and supported them to achieve their potential.

Children enjoyed mealtimes which were relaxed and unhurried. The free-flow opportunities enabled children to choose when to eat and contributed to a positive experience.

Children were effectively supported to develop independence skills as they were able to self-serve and pour their own drinks. Staff recognised daily routines as an opportunity to promote close attachments with children using this opportunity to engage in meaningful conversations. This contributed to the nurturing, calm, sociable experience.

The service demonstrated a strong commitment to building positive relationships with families, creating a warm and welcoming environment where communication was prioritised. Staff used a range of communication tools, including an online platform, to share information. Family engagement was promoted through initiatives such as, regular stay and play sessions. These approaches supported positive relationships and helped families feel included in the life of the setting.

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

Personal plans for children should be further developed, reviewed and updated with parents as required by legislation to ensure they include all the required information. This would support the service to meet children's health, welfare and safety needs while in attendance at the service.

This is to ensure that care and support is consistent with the Health and Social Care Standards which states: My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices. (HSCS 1:15)

This area for improvement was made on 1 June 2023.

Action taken since then

All children had personal plans in place which supported the service to meet their health, welfare and safety needs. Plans had been developed and implemented with relevant reviews undertaken by families.

This area for improvement has been met.

Previous area for improvement 2

The service should ensure they have a medication policy in place that supports staff to follow procedures advised in the current best practice document 'Management of Medication in Daycare of Children and Childminding Setting.'

This is to ensure care and support is consistent with the Health and Social Care Standards which states: I experience high quality care and support based on relevant guidance and best practice. (HSCS 4.11)

This area for improvement was made on 1 June 2023.

Action taken since then

The service had a medication policy in place that supported staff to follow appropriate procedures in line with best practice guidance.

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

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	5 - Very Good
Nurturing care and support	5 - Very Good

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