

# Borrowfield Pre School Class Day Care of Children

Newhame Road  
Montrose  
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**Type of inspection:**  
Unannounced

**Completed on:**  
9 December 2025

**Service provided by:**  
Angus Council

**Service provider number:**  
SP2003000043

**Service no:**  
CS2003016847

## About the service

Borrowfield Pre School Class provides a daycare of children service in Montrose, Angus. This is a local authority service who are registered to provide care to a maximum of 32 children at one time, age from 3 years to an age to attend primary school, of whom no more than 5 are age from 2 years to under 3 years.

The nursery is part of Borrowfield Primary School and consists of a playroom, two outdoor play spaces, a lunchroom and toilet facilities.

## About the inspection

This was an unannounced inspection which took place on 8 December 2025 between 09:15 and 15:30. Feedback was shared with the service on 9 December 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 21 children using the service
- received one completed questionnaire from families
- spoke with six staff members 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

- Children were busy and were engaged in their play and learning.
- Interactions between staff and children were kind and caring, and staff were responsive to the individual needs of children.
- Staff knew children well which supported positive relationships.
- Mealtimes were a valuable social experience where children's independence and life skills were developed.
- The service were developing links with the local community.
- Parental engagement was being developed through stay and play sessions and a craft workshop.

## 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 vision, values and aims in place. These were reflected within daily practice and during discussions throughout children's play and learning. The service were working to fully embed these into the daily life of the service.

The service's quality assurance processes were supported by a detailed calendar, which clearly outlined monitoring, audits, training and reviews. This approach promoted consistency of practice. An improvement plan was in place, which identified clear priorities that focused on enhancing communication through play and developing parental involvement. These measures demonstrated a commitment to continuous improvement and positive outcomes for all.

Children experienced quality play and learning opportunities as a result of self-evaluation processes that identified strengths and areas for improvement. The service should be mindful of consistently reviewing each monitoring pro forma to evaluate and record an impact. Family involvement in the self-evaluation process could be further developed to ensure they feel fully involved in ongoing improvements that reflect their views, needs and wishes.

Risk assessments had been developed for indoor and outdoor environments. The service should review these to ensure all areas within both environments are included within the risk assessments. They should also be mindful of the positioning of resources close to the lower fencing to minimise any potential for children to climb over the fencing. This would further support staff to keep children safe during their play.

Staff had completed mandatory training which included first aid and child protection. The staff team completed more specific targeted training to support their professional development and improve play and learning opportunities for children. Staff were responsible for recording their training and reflecting on the impact it had on their practice. A staff member shared, 'we regularly meet to discuss our practice at quality assurance meetings.' Sharing of knowledge within team meetings ensured consistent approaches and strengthened staff skills and practice.

Annual appraisal meetings provided the opportunity for discussions relating to training, practice, champion roles, and any possible challenges. Actions and next steps were developed to support professional development and improve outcomes for all. Champion roles strengthened leadership within the team and provided responsibility and ownership to each staff member which improved outcomes for all.

The service used the National Induction Resource to support new members of their staff team. Their approach to induction was robust and flexible to support the individual learning needs of all staff members. Consistent use of the National Induction Resource ensured staff understood policies, procedures, and expectations, which led to quality practice by the staff team.

**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 happy and engaged in their play and learning experiences. Children spent extended periods of time in the construction area where they worked well together to build and design towers. Mathematical language was used throughout this play to discuss size and height. Children developed critical thinking skills at the playdough table while working out how to change the consistency of the playdough to make it less sticky. These opportunities enabled children to be creative and develop imagination and problem-solving skills.

The children's indoor learning environment had been well considered and thought out to provide a broad range of play and learning opportunities. It provided a numeracy and literacy rich environment which developed children's communication skills. Staff communicated well with children, and some provided effective questioning to extend play and develop critical thinking skills.

Digital technology was incorporated into play and learning. Staff facilitated and supported children to access iPads to look things up to extend their knowledge. Children scanned QR codes which provided further learning opportunities including singing. These opportunities developed knowledge, independence and life skills to support children's overall development.

Children had free flow access to two outdoor play spaces which were well equipped to encourage children to explore, become active and curious. There were some opportunities to develop numeracy and literacy outdoors, however, the service had identified that this could be further developed to support children to develop and progress. Children participated in weekly visits to the woodland area within the school grounds. This provided children with an opportunity to explore their natural environment and assess risks during climbing and exploring.

There was a good balance of intentional and responsive planning which supported children's current learning needs and progression. Tracking and monitoring of children's learning took place which supported staff to identify next steps and support progression. A parent shared, 'I have had lots of conversations with staff regarding my child's development.' Children's observations were recorded online and shared with parents. These identified clear learning and most observations included a next step. There was evidence of some next steps being progressed and achievements were highlighted and recorded. Keyworkers had an overview of children's next steps. This enabled them to plan appropriate learning opportunities which supported continuous progression.

The service had started to create a risk benefit floorbook with children. The child's voice was highlighted through comments and mind maps to share their knowledge of how to stay safe outdoors. Actions were recorded and taken forward to keep children safe during their play.

The setting had developed links within their local community. A community café provided opportunities for intergenerational relationships to be developed. Children visited local shops, and plans were being developed to visit the local library. These opportunities provided children with a sense of belonging and provided depth to real life learning experiences.

## 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 responded to their needs with care and respect. Children appeared settled within the environment which showed they felt secure and comfortable. One parent shared, 'Borrowfield nursery staff have gone above and beyond for my child.' Interactions were respectful and staff engaged down at children's level using positive language and calm tones. A nurture care group had been established to support identified children through targeted learning and a range of learning experiences. Disagreements were addressed promptly and staff referred to the nursery values during these discussions. This calm and nurturing environment promoted children's confidence and wellbeing and ensured individual needs were met.

Mealtimes were a valuable social experience. Children developed independence and practical life skills through tasks such as setting tables, self-serving, pouring drinks, and clearing away. Staff sat with children and quality interactions took place. Support was offered and provided as and when required. Children transitioned smoothly back to play after eating, which maintained a calm and unhurried routine.

Personal plans were in place for all children and had been developed in partnership with families. The plans were regularly reviewed in collaboration with parents to reflect changes in children's needs. The service worked effectively with other professionals to support children's development. It would be beneficial for the service to further develop personal plans by including more detailed information to enhance their effectiveness.

A warm and welcoming environment had been created for children and families. Staff ensured they were available to engage with parents during pick-up and drop-off times. A parent shared, 'Nursery is very well run, communication is excellent and I feel very much relaxed and confident that my child is very well cared for and safe whilst in the care of the staff there.' The team demonstrated a commitment to keeping children safe by carrying out regular head counts and maintaining an up-to-date register. The service recognised the importance of positive transitions and tailored these to meet the needs of individual families. Plans were in place to further enhance their approach to transitions in the upcoming term.

Families were invited into the setting for stay and play sessions and Bookbug activities. A parent commented, 'we are invited into the nursery when collecting our child and are always updated on how their day was.' Management was exploring further ways to strengthen parental engagement, such as introducing evening events to support working families. A lending library was available which promoted family involvement, and Seesaw was used effectively to share updates, learning, and reminders. The service had identified parental engagement as an area to be further developed which would support ongoing improvement and 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](http://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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