

Dalgety Bay Primary School Nursery Day Care of Children

St. Bridget's Brae
Dalgety Bay
Dunfermline
KY11 9LT

Telephone: 01383 602 454

Type of inspection:
Unannounced

Completed on:
20 January 2026

Service provided by:
Fife Council

Service provider number:
SP2004005267

Service no:
CS2003017089

About the service

Dalgety Bay Primary School Nursery is registered to provide a day care of children service to a maximum of 58 children aged three to an age to attend primary school. The children have access to two dedicated playrooms within the primary school grounds with their own access and enclosed garden area.

The nursery is situated in Dalgety Bay, Fife and is close to local amenities including shops, a woodland area and the beach.

About the inspection

This was an unannounced inspection which took place on 19 January 2026 between 09:30 and 16:30 and 20 January 2026 between 09:30 and 15:30. This 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 and complaints information, information submitted by the service and intelligence gathered throughout the inspection year. To inform our evaluation we:

- Spent time with four children using the service and spoke with four families
- Received 8 completed questionnaires from families
- Spoke with 8 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

- The service demonstrated a strong commitment to their vision that reflected high aspirations for children, families, and the wider community.
- Staff were passionate about leadership roles that offered children a breadth of experiences to support their development, such as book bug and parental involvement groups.
- Children were highly motivated and fully engaged by the rich, challenging and responsive experiences.
- Children experienced genuine warmth, caring, and nurturing approaches to support their wellbeing.
- Children and families were firmly at the heart of the service.
- The whole team demonstrated a strong and consistent commitment to promoting family wellbeing and strengthening connections beyond the nursery environment.

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	5 - Very Good
Children play and learn	5 - Very 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 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: Leadership and management of staff and resources

The service demonstrated a strong commitment to their vision that reflected high aspirations for children, families, and the wider community. The vision, values and aims of the service were clearly embedded and consistently reflected in the nurturing, responsive and inclusive interactions observed throughout the inspection. This demonstrated a sustained, shared vision for children and families.

The team placed children and families at the centre of all improvement planning and decisions. Leaders had created conditions where staff feel confident to initiate change, engage in reflective dialogue, and take responsibility for driving improvement. For example, staff used professional review and development discussions with nursery leaders to align their goals with the service's improvement priorities. Staff were passionate about leadership roles that offered children a breadth of experiences to support their development, such as book bug and parental involvement groups. As a result, staff were empowered to lead aspects of the improvement plan, contributing to positive outcomes for children.

Quality assurance processes were well embedded across the service and had a clear, positive impact on the experiences offered to children. Effective systems for auditing and monitoring promoted a high standard across key aspects of the provision and experiences. For example, monitoring of environment, accident and incidents and personal learning journeys.

The service ensured that the views of children and families informed ongoing improvements. Children's views were gathered daily through discussions and the use of floor books to influence planning. Families views were gathered through seesaw, stay and play sessions and regular meetings with keyworkers. This feedback shaped improvements that were meaningful to children and families and ensured their voices were central to service development.

Induction processes were well established and supported staff to develop a thorough understanding of the setting and the individual needs of all children. The effective use of the National Induction Resource strengthened reflection and professional growth, while additional training opportunities ensured staff continued to build the knowledge and skills required to deliver high quality care. Staff wellbeing was prioritised, with clear processes in place and dedicated time allocated to support professional learning and reflective dialogue. These approaches contributed to consistently strong practice and positive outcomes for children.

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 embraced their right to play and showed high levels of engagement and joy. They demonstrated

confidence and independence by leading their own play and learning, which supported their overall development and wellbeing. Children were highly motivated and fully engaged by the rich, challenging and responsive experiences. A Family shared "There is not a problem too big or small that I cannot approach staff about and similarly I am kept updated and involved in my children's development".

Child centred planning ensured that their interests shaped learning and experiences. Staff spoke about the importance of planning and responding to children's interests. Demonstrating a sound knowledge of the planning cycle. The use of floor books enhanced children's ownership of their learning, capturing their voices through a combination of verbal contributions, drawings, and written reflections. Staff recognised the potential to strengthen this further by revisiting entries, we also gave suggestions on how to intentionally deepen learning over time which would consolidate the children's learning and development.

Observations were used effectively to recognise children's achievements, and the service were continuing to develop clearer next steps that demonstrated progression over time. Children were eager to show their folders to us during the inspection, reflecting on the positive experiences they had encountered. This showed how confident and valued they felt in the setting.

Staff took time to understand both verbal and nonverbal communication, ensuring all children were fully included in conversations and interactions. A range of communication methods, such as the use of symbols and sign a long, effectively supported engagement. This enabled children to express themselves confidently.

Children accessed outdoor spaces independently. We saw children enjoying time outside. We observed them digging in the sandpit, rolling cars down guttering, and engaging in exploratory play. Outdoor learning was further enhanced through sessions called "inside out" which encouraged children to experience forest play, beach play and local community walks. A family shared "My child enjoys activities such as Bookbug and Inside Out over and above their daily experience". These experiences broadened children's learning and supported a strong sense of connection to their community.

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**.

Quality indicator: Nurturing care and support

Children experienced genuine warmth, caring, and nurturing approaches to support their wellbeing. Staff took time to get to know children, building positive connections. As a result, children were supported to make choices with staff reading their cues and understanding their individual routines. Children's personal care needs were met with dignity and respect, ensuring their rights were promoted. Staff empowered children to make choices about their care, play, and learning which promoted autonomy, independence, and confidence. This contributed to children feeling safe, secure, and happy.

Staff demonstrated a deep understanding of individual needs, responding with patience, gentle tones, smiles, cuddles, and reassurance. For example, children who were upset on arrival were comforted sensitively, helping with the transition into the setting. Children were relaxed and confident around staff, often seeking them out for play, enjoying being close and comforted. This meant they felt valued, connected and secure. Families shared "Staff are always very pleasant, receptive to questions and almost always able to answer questions with certainty" and "Very good relationship with every member of the staff, they are always very attentive and ensure everything is ok with my [child]".

Personal plans were developed in partnership with families and reflected children's health, safety and wellbeing needs, helping maintain strong continuity between home and nursery. Where additional support was needed, the service worked proactively with families and professionals to identify support needs and implement clear strategies. Regular meetings took place, providing opportunities for staff and families to review progress, share observations, and plan targeted support where required. As a result children received support that was right for them.

Children and families were firmly at the heart of the service. The team demonstrated a strong and consistent commitment to promoting family wellbeing and strengthening connections beyond the nursery environment. The service offered a range of opportunities, such as Kodály, Bookbug and PEEP (Parents Early Education Partnership) sessions. These sessions helped to build trusting relationships and encouraged families to engage meaningfully in their children's early learning. Stay and play sessions provided families with valuable opportunities to engage in play and learning experiences. As a result, families felt valued, included and well supported, and children experienced strengthened continuity between home and nursery that enhanced their overall wellbeing and learning.

Mealtimes were relaxed, enjoyable and unhurried, creating a sociable and nurturing experience for children. They had meaningful opportunities to engage in conversation with peers and staff, sharing reflections on their morning and discussing plans for the afternoon. Children were encouraged to develop independence skills through preparing their own dishes and self-serving elements of the meal. We discussed with the service further ways to build on this strong practice to extend children's independence even more. As a result, children experienced a calm, inclusive mealtime that promoted social interaction, choice and growing confidence in developing self-help skills.

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	5 - Very Good
Leadership and management of staff and resources	5 - Very Good
Children play and learn	5 - Very Good
Playing, learning and developing	5 - Very Good
Children are supported to achieve	5 - Very Good
Nurturing care and support	5 - Very Good

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