

Forthview Primary School Nursery Day Care of Children

Forthview Primary School
West Pilton Place
Edinburgh
EH4 4DF

Telephone: 01313 322 468

Type of inspection:
Unannounced

Completed on:
10 February 2026

Service provided by:
City of Edinburgh Council

Service provider number:
SP2003002576

Service no:
CS2003046176

About the service

Forthview Primary School Nursery is registered to provide a care service to a maximum number of 64 children aged over three years to those not yet attending primary school.

Forthview Primary School Nursery is situated in a residential area of West Pilton in the City of Edinburgh and is close to local amenities. The nursery has two large separate playrooms with a shared cloakroom which has direct access to the nursery garden. Each playroom has a kitchen area and children's toilets.

About the inspection

This was an unannounced inspection which took place on Thursday 5 February 2026 between 9:30 and 16:45. We returned on Monday 9 February 2026 to complete the inspection. 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 throughout the inspection year.

In making our evaluations of the service we:

- spoke with children using the service
- spoke with two parents and reviewed questionnaires returned by four families
- spoke with staff and the leadership team and reviewed questionnaires returned by 10 staff
- observed interactions, routines, practice and daily life
- reviewed documents
- spoke with a visiting professional
- assessed core assurances, including the physical environment.

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.

Key messages

- Leaders and staff demonstrated a strong commitment to a shared vision that reflected the highest possible standards for children and families.
- Staff had high aspirations for children's achievements and encouraged children to recognise and celebrate their successes.
- Children's play was uninterrupted and purposeful, with staff joining sensitively to enhance learning.
- Staff deployment and staffing levels had been reviewed and improved to provide the necessary care to enhance children's wellbeing and learning experiences.
- Children benefited from an inclusive, welcoming environment that fostered strong family connections.
- Home visits gave families the opportunity to share aspects of home life in a personal and meaningful way. This strengthened relationships from the beginning.

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 these quality indicators as very good.

Quality indicator: Leadership and management of staff and resources

Leaders and staff shared a clear, ambitious vision for high quality outcomes for children and families. Service values were consistently promoted through daily interactions and initiatives. For example, values postcards that celebrated children's achievements were sent home to their families. Staff used the language of the service values in everyday conversations when engaging with children. This strengthened the shared vision and helped children understand the values through their play and learning.

Well-considered, purposeful self-evaluation was embedded within staff practice. This enabled the service to deliver high-quality care and learning tailored to children and their families' needs and choices. Staff used reflective practice and the Quality Improvement Framework for Early Learning and Childcare Sectors (Care Inspectorate and Education Scotland, 2025) to tailor provision to children's needs. All staff contributed to improvement planning, taking responsibility for implementing change that directly enhanced children's experiences. Improvement planning was robust, transparent and informed by self-evaluation and consultation with staff, children and families. Leaders promoted a strong culture of reflective practice and continuous improvement. As a result, all staff were included and responsible for assuring quality and implementing change, for example through taking lead roles to develop aspects of the improvement plan priorities. The service should continue to embed this highly effective approach. This will help them to deepen reflective practice and continue to support them to positively impact on children's experiences.

Quality assurance processes, including regular audits and supervision, ensured consistent, effective practice. For example, systematic auditing of learning environments enhanced the richness and challenge of play experiences.

Leaders actively sought feedback from children, families and staff, creating an inclusive environment. This helped everyone to feel confident to initiate and influence change. For example, staff actively encouraged children to share their ideas. This was done through daily consultations with staff routinely responding to their ideas and interests.

Strong recruitment and induction processes ensured a stable, skilled team who understood their roles and children's needs. Staff felt supported and encouraged to develop leadership skills, contributing to a motivated and confident workforce. One staff member said, "I feel there is always support and encouragement to take on leadership opportunities."

Quality indicator: Staff skills, knowledge and values

Staff demonstrated a secure understanding of how children learn and had high expectations for their achievements. Children were supported to recognise their successes, building confidence and self-worth.

Professional learning was carefully aligned to improve outcomes for children. For example, training in communication and emergent literacy strengthened staff skills and directly improved children's development in these areas.

A staff member told us, "Intensive interaction training has made a huge difference in my approach to supporting children, and I can now use it confidently to start communication with some children, and I also feel passionate to share it other staff." Similarly, training opportunities linked to improvement plan priorities. For example, through monitoring recorded observations of children's learning, leaders recognised a gap in supporting children's emerging numeracy skills. As a result, staff training in relation to numeracy became a priority on the service improvement plan.

Leaders provided a wide range of opportunities for staff to engage in work-based discussions to build individual and team knowledge, for example regular team meetings which focussed on self-reflection to inform practice. Leaders immediately actioned our suggestion that staff could keep meaningful records informing of the impact of their learning and development. As this becomes embedded it will support staff to reflect on their learning and how this has developed their practice to improve outcomes for children.

Parents recognised the team's knowledge, warmth and responsiveness. Strong teamwork ensured consistently positive experiences for children. A parent told us, "Staff are always happy, available to help full of knowledge, always have time to tell me about my child's day. My child is always happy to see them and spend time with them."

Improved staffing levels and deployment meant children received high quality care and support at times they needed it most. As a result, staff could provide the necessary care, support and supervision to enhance children's wellbeing and learning experiences. Input from a visiting speech and language therapist further enriched children's communication development. This meant that children were given the best opportunities to develop at a pace that was right for them.

Children play and learn 5 - Very Good

Quality indicator: Playing, learning and developing

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.

Children benefited from a high-quality, well organised and stimulating environment which provided well-planned play-based experiences. Open-ended resources promoted curiosity, creativity and investigation. Staff applied relevant theory and best practice to deliver engaging, high quality play experiences. For example, there was a strong focus on understanding children's patterns of learning. Sensory opportunities also supported children's emotional, social and language development. As a result, children were motivated, engaged and developing key skills that supported future learning.

Rhyme time and storytelling sessions supported children's language development and emerging literacy skills. Enhanced numeracy experiences were also being embedded in line with improvement priorities. Moving forward, staff told us that they planned to introduce woodwork to further develop physical, creative and mathematical skills.

Children's play was uninterrupted and purposeful, with staff joining sensitively to enhance learning. High quality interactions made a strong contribution to children's emotional security and willingness to explore. Staff were also consistently responsive to children's interests and used these cues well to extend thinking. Children were invited to make choices about their play and learning through conversations and their 'good ideas' were recorded with them and taken forward.

This helped to boost confidence and self-esteem, reflecting a values-based culture of respect. Staff used shared thinking strategies, such as wondering aloud and using purposeful questions to extend children's learning.

Staff worked effectively in partnership with families to support their understanding of the benefits of play-based learning experiences. Through stay and play sessions, online journals, and conversations, parents were supported to understand and contribute to their child's development. A parent told us, "Staff take the time to read what I write in the journal about what my child has been doing at home. They support my child to continue this play in nursery."

Child-centred planning, assessment and tracking continued to develop with guidance from leaders. Progression pathways had recently been introduced to support this process. As a result, links between children's support plans and next steps in learning were considered when planning new experiences. Staff should continue to build on this effective approach to ensure that it is fully embedded in practice to enhance outcomes for children .

Additional supports were identified, planned for and implemented. Staff used effective observations, assessment and best practice framework tools to offer targeted and universal support. As a result, children were well supported to develop a broad range of knowledge, understanding and skills for lifelong learning.

Children are supported to achieve 5 - Very Good

Quality indicator: Nurturing care and support

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.

Staff showed strong connections with children, helping them to feel secure that their needs would be met. As a result, children demonstrated emotional security, presenting as relaxed, engaged and confident in seeking support from trusted adults.

Mealtimes were calm, respectful and responsive to individual needs, including allergies and cultural preferences. Independence was encouraged through self-serving and contributing to routines. Mealtimes were respectful of children's play rhythms and opportunities for choice. For example, children used pictorial choice cards to choose what they would like for snack.

Children's privacy and dignity were upheld and safe sleep practices were well understood and implemented. As a result, children rested safely and comfortably, with routines agreed in partnership with families to respect their preferences. A parent said, "When my child has a bad night of sleeping at home the nursery have accommodated for them to nap."

Personal plans were detailed, regularly reviewed and reflected each child's preferences and wellbeing needs. Staff worked closely with families and professionals to ensure support was well coordinated and effective. A parent told us, "My child has one to one time with staff and another individual child, I am grateful for them adjusting to my child's learning ways."

Children benefited from an inclusive, welcoming environment that fostered strong family connections. Families engaged with staff who prioritised tailored services to meet individual family needs, strengthening relationships. Communication through daily interactions, digital platforms and newsletters ensured parents felt included and informed. Home visits provided families with the opportunity to share aspects of home life in a personal and meaningful way. This strengthened relationships from the beginning, enhancing the link between home and the service. A parent told us, "I really appreciated the home visit, my child got to meet staff in their own home." Since the last inspection, parents were now coming into playrooms to drop off and collect their children. This helped them to feel valued and included. Parents appreciated this change and told us, "Coming into the playroom makes a big difference. It is a really positive change."

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 ensure positive outcomes for all children, staff deployment should be reviewed to align with the specific needs of children. This approach should emphasise the importance of having sufficient staff to provide the necessary care, support, and supervision to enhance children's wellbeing and learning experiences.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that 'My needs are met by the right number of people' (HSCS 3.15).

This area for improvement was made on 4 December 2024.

Action taken since then

Leaders were responsive to feedback given at the last inspection. Staff deployment was reviewed to align with the specific needs of the children. This included recruitment of more staff to enhance wellbeing and learning experiences. An additional lunch time assistant was also recruited to support during the busy lunch time period. There had also been a reduction in the number of children using the service at any one time.

As a result, staff had more opportunities to interact purposefully with children. To engage in their play, adding purpose and extending children's thinking. This also positively impacted staff wellbeing and satisfaction to be in a better position to support children.

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	5 - Very Good
Leadership and management of staff and resources	5 - Very Good
Staff skills, knowledge, values and deployment	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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