

Kinghorn Primary School Nursery Day Care of Children

Baliol Street
Kinghorn
Burntisland
KY3 9UD

Telephone: 01592 583 429

Type of inspection:
Unannounced

Completed on:
17 February 2026

Service provided by:
Fife Council

Service provider number:
SP2004005267

Service no:
CS2003015935

About the service

Kinghorn Primary School Nursery is a daycare of children service which is provided by Fife Council. The service is registered to provide a care service to a maximum of 48 children aged three years to those not yet attending primary school, at any one time.

The nursery is located within the grounds of Kinghorn Primary School, close to local amenities, shops, and transport links. Children benefit from access to an open-plan playroom, appropriate toileting and nappy changing facilities, and a secure outdoor play space.

About the inspection

This was an unannounced inspection which took place on 16 February 2026 between 09:15 and 16:30, and 17 February 2026 between 08:45 and 12:15. This 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 and complaints information, information submitted by the service and intelligence gathered throughout the inspection year.

To inform our evaluation we:

- spent time with children and spoke to two of their family members
- received 13 completed questionnaires from families and four from staff
- spoke with 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

- Children benefitted from a staff team who were well supported and motivated.
- Children were happy, confident and enjoying their play and learning.
- Skilled questioning encouraged some children to think more deeply.
- Transitions were well planned to provide children with continuity and a sense of security.
- Mealtimes were recognised as an important part of the day to promote independence and social connections.
- Warm and responsive interactions supported children's communication and social skills.

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

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 values of the service were evident and could be seen in staff interactions, routines and relationships within the setting. Plans were in place to review and update the vision, values and aims, working together with children, families and staff. This demonstrated a clear commitment by the leadership team to understanding what mattered most when supporting children and their families.

The manager promoted a positive culture of ongoing improvement and actively engaged in national improvement programmes to support this. As a result, staff were becoming more confident in suggesting and leading well informed changes. This was supported by leadership approaches that encouraged shared responsibility and effective teamwork.

A shared approach to self-evaluation was developing. Staff used tools such as floor books, graffiti walls and challenge questions, supported by regular protected time for reflective discussions. Evidence and data gathered were used to guide decisions, helping to ensure that improvements were purposeful, meaningful and sustainable.

Quality assurance processes, including monitoring and moderation activities, had been strengthened and were helping staff further develop their practice. Staff told us that the new systems in place were supporting them effectively. For example, clearer expectations around quality observations and improved systems helped ensure they recognised when important updates were due. This meant children benefitted from a motivated staff team who were growing in confidence and taking greater ownership of observations and other key tasks.

The manager recognised the importance of recruiting and retaining a stable staff team to support the wellbeing of children and staff. This was particularly important given recent changes within the staff and management team. Staff told us they felt well supported and would have no hesitation in approaching the new manager with any needs or concerns.

The induction programme was tailored to the needs of the service, with newly qualified staff supported through the national induction resource. The whole staff team played an active role in helping new colleagues settle in. They introduced new staff to established routines and shared key information to support children and their families.

Children play and learn 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.

Playing, learning and developing

Most children were fully involved in their play and learning and were having fun. Staff knew children well and had a good understanding of how children develop and learn. Ongoing support from the nursery teacher and local authority continued to enhance staff knowledge, particularly in relation to children's experiences

and outcomes. We also highlighted best practice guidance, including 'Realising the Ambition: Being Me', to further support their work. Children who were new to the setting were sensitively supported as they adjusted to the routines, staff and their new surroundings. As a result, children were confident and enjoying their learning.

Thoughtful consideration had been given to creating meaningful invitations to play both indoors and outdoors. Improvements to the learning environment, such as changes to the art area, enriched children's experiences and supported a wider range of movement and creative expression. Numeracy opportunities were thoughtfully embedded throughout the playroom and outdoor areas, and reinforced naturally through everyday interactions, for example during snack.

Children benefitted from free flow play opportunities with few interruptions. This supported them to remain fully engaged in their play and learning. Staff offered respectful invitations to join planned experiences, such as gym hall sessions. We discussed the importance of consistently upholding children's choices and promoting their independence.

Staff interactions effectively supported children's thinking, with skilled questioning that encouraged some children to think more deeply. We observed some staff offering appropriate challenge for children who were ready for more, for example through counting lunch numbers. Warm and responsive interactions supported children's communication and social skills. Staff demonstrated a good awareness of children's verbal and non verbal cues. They were developing an understanding of when to join in and when to give children the space to explore independently.

A new planning process had been introduced that included both planned and responsive approaches. Staff observations of children's needs and interests were used effectively to shape the experiences offered. Staff told us the new format was working well and was contributing to increased confidence in their practice. Systems had been developed to ensure children's learning, progress and next steps were manageable and consistently progressed.

Families were kept well informed about their children's progress through regular meetings with staff. One family commented, "staff show a genuine interest in the children's development." Other families told us they were invited to stay and play with their children during pick up and drop off times. Alongside initiatives, such as PEEP Programmes, these approaches supported a shared understanding of children's development and promoted continuity between home and the setting.

Children are supported to achieve 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.

Nurturing care and support

Children experienced warm, nurturing, and responsive care that supported their overall wellbeing. Staff knew children and their families well, allowing them to build positive, trusting relationships. This helped to support a consistent approach to meeting children's needs and encouraged them to feel happy, confident and secure. Families spoke positively about the staff team and told us they were friendly, kind and welcoming.

Care routines were individualised and delivered with kindness and compassion which supported children to feel secure and well cared for. Staff were attuned to children's verbal and non verbal communication and

responded sensitively to their cues, ensuring that children's needs were met promptly and respectfully. As a result, children experienced consistent and nurturing interactions that promoted their emotional wellbeing. One family shared, "I like the genuine care and nurture my child receives from the team." Another family told us, "I have had nothing but positive experiences with the nursery and all the staff that are there. My wee girl loves it."

Mealtimes and snack routines were recognised as an important part of the day and provided mostly positive social experiences for children. Children's independence and responsibility were encouraged through involvement in daily routines. For example, helping to prepare snack and having some self-serving opportunities during lunchtimes. Staff were very reflective in their practice and open to considering suggestions for further improvement. Their willingness to adapt their practice demonstrated a strong commitment to getting it right for children.

Transitions throughout the day were well planned to provide children with continuity and a sense of security. This included careful consideration for children moving between areas within the nursery and supporting children as they prepared to move on to school. Home to nursery transitions were strengthened by settling in visits, helping children feel safe, confident, and ready for change.

Children's health and wellbeing needs were being met with appropriate systems in place for storing and recording medication. We discussed the importance of staff having appropriate training to ensure children were very well supported.

Effective personal planning helped promote children's overall wellbeing. Personal Learning Journals (PLJs) were reviewed regularly with families and supported by ongoing informal conversations at drop-off and pick-up times. When children needed additional support, summaries were created and shared with staff and families to ensure they were informed and involved. This meant children received consistent, coordinated support that helped them make positive progress.

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 support children's overall wellbeing the service should ensure personal plans are reviewed and signed by families at least on a six monthly basis. To enable all staff to respond quickly and sensitively to changes in children's lives information shared informally outwith review dates should be recorded.

This is to ensure I experience high quality care and support that is right for me and is consistent with the Health and Social Care Standards (HSCS) which state that: 'My personal 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 14 April 2025.

Action taken since then

The service had developed ways to ensure all personal plans were regularly reviewed and updated with families. They had developed ways to record important information shared out with the review timescales to ensure staff were well informed to support children and families.

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	4 - Good
Nurturing care and support	4 - Good

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Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

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