

# Westfield Primary School Nursery Class Day Care of Children

Lomond View  
Westfield  
Bathgate  
EH48 3DE

Telephone: 01506 634 019

**Type of inspection:**  
Unannounced

**Completed on:**  
4 March 2026

**Service provided by:**  
West Lothian Council

**Service provider number:**  
SP2003002601

**Service no:**  
CS2008180354

## About the service

Westfield Primary School Nursery Class is situated in the small village of Westfield near Bathgate, the rural location provides access to, woodlands and parks. The service is registered to provide a care service to a maximum of 21 children aged from two years to not yet attending primary school at any one time. No more than five are aged two years to under three years. The registered manager is also the manager for Torphichen Nursery Class.

The accommodation is provided from a classroom within the school building with its own entrance, cloakroom, toilets, storage and outdoor play area.

## About the inspection

This was an unannounced inspection which took place on 3 March 2026 between 09:20 and 15:15 hours. We returned to complete inspection and give feedback on 4 March 2026. One inspector carried out the inspection. 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:

- Spoke with eight children using the service
- Spoke with/gathered feedback from five parents/carers
- Spoke with management and three staff members
- Assessed core assurances, including the physical environment
- Observed practice and daily life
- Reviewed relevant documents

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**

- Kind, nurturing interactions and staff's knowledge of children as individuals contributes to them feeling safe and secure.
- Children benefit from positive and effective staff practice who worked well together to meet their needs.
- Development of a inviting and interesting playroom supported and extended children's play in a responsive way.
- The strong leadership and vision of the whole team supported them in making continuous improvements to meet children's needs.

**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 thrive and develop in quality spaces	4 - 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 significant strengths in aspects of the care provided and how these supported positive outcomes for children/people, therefore we evaluated this key question as very good.

### Quality indicator: Leadership and management of staff and resources

Vision, values and aims were supportive and reflected in the ethos of the setting as children and staff were seen to be kind and staff recognised and celebrated children's uniqueness. The team were actively consulting with families to review these to ensure they reflected the needs of the children and families using the service. This will support them in building the language of values into everyday communication with children, which will strengthen their social skills and encourage positive behaviours. These will ensure that children feel safe in a setting which guides staff practice and shared approaches.

The service involved children and families in its development, with parental engagement being encouraged for review of the service vision, values and aims. Opportunities to chat upon collection of children and feedback gathered following 'stay and play' sessions helped to contribute to continuous improvement. Parents commented positively on the range of information available to them, especially within the main entrance along with online communication through the 'see-saw' digital application and opportunities to be involved such as 'stay and play.' Overall, parents either agreed or strongly agreed that they were involved in improvement of the service and told us, "Our input is always requested" and "We are welcomed into the setting to discuss our child's care, play and learning. This can be both formally and informally."

Children had some involvement in self evaluation through staff's observations and responsiveness to their needs. For example, noticing their use of resources leading to discussion with them and extension of the block play area. This ensured the setting shifts to meet children's changing interests and developmental stages. We asked the service to further develop this by recording it within the floor book to make it more visual to children, further support their engagement with it and evidence their influence.

Quality assurance system were robust and supported regular review of practice and provision. Policies, procedures and risk assessments were in place and kept under review. These were supporting positive practice, consistency and safety in routines.

The service action plan was clear and focused on achievable goals that were having a positive impact on children's learning and wellbeing. Progress on goals was visible, for example through the development of the indoor environment. The whole team monthly evaluation of it and regular discussions with management ensured it remained a working document and had a positive impact on practice. The team had also been proactive in using quality assurance tools, such as the new 'Quality Improvement Framework' to support them in measuring the quality of provision. This enabled them to identify any future aspects for improvement. Discussions with staff indicated that they had a strong understanding of where they are, where they want to be and what their next priorities should be.

As the nursery had only re-opened in August there was a new staff team in place, who worked very well together contributing to children's sense of security. Both the staff and manager recognised their strengths and the impact of these on the progress made in the setting. The cohesiveness of this new team had a positive impact on the speed of which the service had been re-established and was providing quality experiences. This was having a positive impact on children's outcomes. Parents felt all staff were

approachable and friendly and commented, "Staff are always approachable and provide good quality updates" and "Staff have been brilliant; they work very well together."

Strong leadership was in place from a manager who was highly reflective, valued nursery provision and empowered the team. This leadership encouraged reflective practice within the team and ensured action was taken to improve children's care, play and learning. As a result, children benefitted because their experiences were continually evolving and improving.

## Children thrive and develop in quality spaces 4 - Good

We evaluated this key question as good where several strengths impacted positively on outcomes for children/people and clearly outweighed areas for improvement.

### Quality indicator: Children experience high quality spaces

Children benefitted from a mostly safe and secure environment. Staff communicated well and remained vigilant to children's movements between indoors and outdoors and visits to the toilet. Risk assessments had identified most potential hazards and supported minimising actions such as having a double door handle and alarm on the door. Parents were happy with general safety and told us, "The garden is safe, secure and sensory." However, at one end of the garden the positioning of garden planters presented an opportunity for children to climb and potentially leave the garden area unnoticed. We asked the service to review this and reflect it within their risk assessment (see area for improvement 1).

Children's risk of cross infection was reduced and their health maintained as a result of a clean and well ventilated environment. Hand hygiene was strongly promoted by vigilant staff who role modelled this well. An infection prevention and control audit was regularly completed to quickly identify and remedy any potential issues. This promoted children's wellbeing and developed their skills in self care whilst reducing risk of ill health.

Outdoor play was valued and embedded ensuring children benefitted from fresh air and active play throughout the day. The setting benefitted from lots of outdoor space which allowed the children the opportunity to be involved in developing further. Children actively chose to spend the majority of their time outdoors and engaged well with the resources and space available. We discussed how storage of resources could now be enhanced to increase accessibility to a wider range of materials. This would provide more breadth and depth for outdoor learning. Staff understood the importance of outdoor learning and should now progress plans for further development of the garden space to develop breadth of play and learning opportunities.

Almost all accident forms were complete and signed by parents and staff. Staff were trained in first aid and reporting procedures were followed appropriately. This ensured children benefitted from a quick response, while transparent reporting built trust with parents.

Children's privacy and dignity were protected through appropriate and secure measures for the storage of records and information. These were locked away or held on password protected devices and only shared with those who required access. Accurate record keeping included maintenance checks, risk assessments and environmental audits. This information was then used to identify or make appropriate improvements to environment, for example from accident auditing.

The environment was inviting with resources easily accessible to children and art work displayed which valued them and supported their inclusion. Resources were in good condition, inviting and supportive of play. Loose parts play materials were available indoors and out supporting children's creativity. There was now opportunity to develop children's digital literacy skills through increased provision and use of digital technology indoors and outdoors.

Children were able to influence and affect change in the environment as the staff used their observations of how they played and then discussed this with children and made changes. For example, moving the small world role play materials next to the block play and making this space larger after noticing a lot of movement of resources. There was now scope to begin recording this within floor books to further support children visually with co-designing and adapting of spaces and giving their views.

## Areas for improvement

1. To keep children safe and reduce the risk of leaving the premises unnoticed, the provider should risk assess, review and make changes to the area of the garden where planters are placed next to the wall. This is to support staff in consistently providing a safe outdoor environment through effective risk assessment.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'My environment is secure and safe' (HSCS 5.19).

## Children play and learn 5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children/people, therefore we evaluated this key question as very good.

### Quality indicator: Playing, learning and developing

Children enjoyed free flow play between the indoors and outdoors for the majority of the day. This allowed them to follow their own interests and move resources freely to facilitate their play. This enabled children creativity and autonomy. Spontaneous play opportunities were supported well by staff who were immediately responsive to their interests during their play. This enable children's deeper engagement and strengthened their learning.

Children were able to learn about democracy as they were given opportunities to make collective decisions such as verbal voting on activities following lunch. This enabled them to learn and understand decision making in a safe way. Staff were supporting children in learning about their rights through the use of the wellbeing indicators and SIMOA (Safety, Inspect, Monitor, Observe and Act) the elephant. More use of the language of rights and responsibilities could now be developed to help children use this with each other and further enhance their understanding. Working with the 'Rights Respecting Schools' lead for the school would help develop this and staff had already identified this as a next step and were keen to explore this by starting with 'a right to a name.'

Children benefitted from positive play and learning experiences as all staff were knowledgeable and remained abreast of developments in ELC through ongoing training and learning. This included attendance at network meetings and accessing and discussing best practice documents. This contributed to positive outcomes for children based on best practice.

Planning was recognising and responding to children's interests whilst introducing new ideas to them through intentional planning. There were clear home learning links which parents engaged with, further extending and embedding children's learning. Planning was supporting children's learning, whilst floor books encouraged children to express themselves, explore their ideas and thinking. Children's voices were also evident in their own learning journals enabling them to contribute to reviewing their own learning.

Children enjoyed regular time within the local environment, albeit community resources were limited. This included weekly outings such as visits to parks, the forest and walking in the neighbourhood to extend learning such as looking at different types of houses. These experiences helped children understand their local environment and enriched their play and learning experience. We encouraged the service to consider how they could further develop links in the community such as linking in with current whole school initiatives.

Regular observations routinely recorded the child's voice and were linked to curriculum outcomes and benchmarked to measure their progress. These are shared with parents digitally and demonstrated clear links with planning and individual progress and learning. As already identified by the local authority there was scope to revise the number of next steps identified within these.

Celebration of children's achievements both at home and in nursery on the achievement wall ensured all children had an opportunity to be recognised. This enabled them to feel pride, be motivated, and supported a strong foundation for future learning through a growth mindset.

Staff interactions supported children's learning as some effective questioning heard made children think and problem solve. Literacy and numeracy were supported well throughout interactions and play experiences. These conversations encouraged children's curiosity and promoted their problem solving skills such as encouraging children to consider how they would build their 'house' and the positioning of floors and walls. Staff discussed how they planned to introduce further challenge to some children which had been identified within auditing. This would further promote children's confidence, encourage curiosity, resilience and cognitive development.

## Children are supported to achieve 5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children/people, therefore we evaluated this key question as very good.

### Quality indicator: Nurturing care and support

Children benefitted from relationships with staff who were kind and supportive in their interactions and understood children's cues, needs and feelings. Work carried out at the start of the year when nursery re-opened effectively supported children in getting to know staff and each other as a new group. Staff worked well together to support and meet the needs of all children in the nursery which built trusting relationships and supported all children to feel secure. Staff recognised children's need to continue to play together as a whole group for their peer comfort and sense of belonging. As such, they supported them to do so, whilst promoting their independent play. Staff knew children well and were able to discuss their individual preferences and personalities and used this knowledge to support children and build their confidence.

Personal care was managed with dignity and respect, objects of reference worked well in supporting children in making a decision as to when to have a nappy changed. This approach provided children with

some control over their personal care. Children were encouraged to be independent in their toileting and handwashing, only asking in order to alert staff they were leaving the room. This built children's trust and confidence in these routines.

Healthy snacks and meals provided children with a balanced diet. Children were informed and aware of what was for snack and lunch each day and involved in making choices. They remained hydrated due to easy access of personal water bottles throughout the day. Mealtimes were a social occasion as they all sat comfortably together for lunch and were supported and supervised by staff who sat with them, reducing risks of choking. Opportunities to help prepare snacks such as cutting up fruit helped children develop life skills. There was now scope to develop the lunch time experience to enable further independence.

Personal plans were kept under regular review ensuring information was up to date to meet children's needs. Plans focused on what each child needed to flourish and ensured they actively supported each child's care and wellbeing. Specific needs were identified along with strategies of support which enabled children to achieve. Some additional information about specific needs could now be further developed to support consistency in practice.

Medication systems were in place and medicines held were stored securely where they could be quickly accessed contributing to children's continued wellbeing. We asked the service to consider the updated medication guidance for consistency in recording all relevant information.

Staff were up to date with child protection training, knowledgeable and confident in actions they would take which supported the safeguarding of children. Trusting relationships between staff and children contributed to children feeling safe to speak up. Policy and procedures were displayed and carried by staff ensuring their familiarity with the process and contributing to children's continued safety.

Children experienced consistency in approaches between the home and nursery as a result of the supportive relationships with families. They were directly involved and informed about their child's care, support and learning. Parents felt fully informed and told us, "Staff seem to really know my child and see her as her own individual person" and "We get loads of information and we can come in for stay and play." Families were welcomed into the setting regularly through 'stay and play' sessions and fully involved in their child's learning through the use of the see-saw app and sharing achievements from home. This enabled strong partnership working for children's positive outcomes.

## 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

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Children experience high quality spaces	4 - 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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