

Lynburn Primary School Nursery Day Care of Children

Nith Street
Dunfermline
KY11 4LU

Telephone: 01383 602 422

Type of inspection:
Unannounced

Completed on:
24 February 2026

Service provided by:
Fife Council

Service provider number:
SP2004005267

Service no:
CS2003015898

About the service

Lynburn primary school nursery class is a daycare of children service provided by Fife Council. It operates within Lynburn school in Dunfermline. The facilities are on one level with direct access to a large, fully enclosed outdoor play area. The local community provided further experiences for children, including local green spaces.

The care service may be provided to a maximum of 100 children at any one time, of an age not yet attending primary school, of whom no more than 20 children are aged from two years.

About the inspection

This was an unannounced inspection which took place on Monday 23 February 2026 between 09:00 and 16:00, and Tuesday 24 February between 08:15 and 16:30. The inspection was carried out by three inspectors from the Care Inspectorate.

To prepare for the inspection we reviewed information about this service. This included previous inspection findings, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- spoke with several children using the service
- spoke with 12 parents and carers, and took account of three responses to our electronic questionnaire
- spoke with staff and management
- observed staff practice and how their interactions with children supported their routines, play and learning
- reviewed documents.

As part of this inspection, we undertook a focus area. We have 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.

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.

Key messages

- Strong leadership meant change was managed well, and at a pace which supported staff involvement.
- Children benefited from staff interaction that was calm and patient, and supported their individual needs.
- Elements of the quality assurance process could be strengthened to support evaluation of the service and staff practice.
- The inclusive environment promoted partnership working with families.

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

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| Leadership | 5 - Very 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 5 - Very Good

We found major strengths in this aspect of the settings 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

Staff embedded the vision, values and aims of the service in practice. This had created a welcoming environment, which had established strong relationships and connections with children and families. Parents shared that the "Leadership team are amazing and approachable. Always available for a chat/ reassurance, overall, a great team at the nursery, and very happy with the service they provide."

Strong leadership meant that well-organised and purposeful evaluation had been used to identify key strengths and areas for improvement. For example, roles and responsibilities and skill mix had been reflected upon across the teams and meant that staff changes were well-managed. Staff had visited other establishments, recognising the importance of sharing practice to support development. As a result, staff felt valued and well-supported by the leadership team, which empowered them to promote change. Their contributions were enabling a consistent approach to deliver quality care for children.

Quality assurance and audits highlighted areas for improvement. Positive change was being achieved, as clear actions were identified for staff. Effective monitoring enabled progress to be assessed and offer guidance where needed. To build on practice, leaders had identified elements within the quality assurance processes they planned to strengthen. This would support continued change and promote positive outcomes for children.

A detailed quality assurance calendar which was tailored to review different aspects of the service had been created. They used guidance, worked in partnership with other services and were beginning to reflect on their practice. As a result, staff were growing in confidence as they understood the purpose and value of self-evaluation. They revisited plans and adjusted them to ensure the aim was achieved. This demonstrated that staff were developing their self-evaluation skills as they identified progress made.

The service offered parents opportunities to share their views. 'You said, we did' shared how the service used their feedback to implement change. This demonstrated their views were valued. To promote inclusion and high levels of participation, the service planned to keep developing different ways to enable families to share their views.

Effective induction processes meant that staff settled quickly into their role. They felt valued as all staff supported them. Training opportunities helped them develop their skills and confidence, so they could meet the needs of children and families. Parents shared, "I want to stress that I really appreciate and am thankful for staff who understand the child's needs and actively engage with them."

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.

Quality Indicator: Playing, learning and developing.

Children benefited from well-organised environments, where a range of activities supported their development and interests. This enabled children to lead their play, both indoors and outdoors. Open-ended resources encouraged children to use their imagination, curiosity and investigation. Most children were engaged in their play, and staff knew when to interact to extend learning and observe, promoting opportunities for children to lead their play. In the Owl room, children were meaningfully engaged, with sensitive staff responses. On occasion, a few children in the 3 - 5 rooms needed encouragement to become involved in activities. Staff need to further develop these approaches, so that activities offered engage children in a meaningful way.

Children had opportunities to use other facilities within the nursery and school. For example, the sensory room and gym offered children a quieter space, or hall for physical activities. Where use of areas was timetabled, we saw that children's play was disrupted, which impacted on their right to choose. We discussed how this approach may not meet all children's needs. When using other spaces, staff should be mindful of the purpose and offer children choice. Some activities lacked clarity of leadership, which led to confusion and lack of engagement for some children. To promote positive outcomes for children, staff should be clear about their role when leading group activities. This would support children, for example, to participate in physical games safely as they understood the rules.

Direct access to the outdoor area and wider community meant children had opportunities to play in the natural environment. Children were enabled to take risk in their play, and developed life skills as they problem solved and followed instructions. Parents shared, "Children attend parks and go for walks, as well as have constant access to the nursery garden and often the school playground." And that they participated in "Sports day, sponsored cycle, trim trail, school playground, obstacle course in the garden, wood visits."

Staff used play experiences well to promote children's skills in language, literacy and numeracy. They were further supported by interactive displays which captured children's voices. This demonstrated to children that their rights and ideas mattered. Staff supported communication, using various methods that included sign-a-long and objects of reference. We found that the use of these were inconsistent and could be improved.

Staff in each room regularly talked about children's play experiences. This enabled them to have a balance of planned activities, as well as responding to children's emerging interests. This helped extend play, which supported most children to make progress. Records we viewed were inconsistently completed and did not always capture significant learning. Staff should be supported to effectively use the planning formats in place. Meaningful evaluation could assess the provision and identify appropriate next steps for children's learning and development.

Staff should be supported to further develop the use of observation, to assess children's progress and achievements. This will help plan experiences to extend children's interests, develop a range of skills and encourage them to reach their potential.

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.

Quality Indicator: Nurturing care and support

There was a positive ethos within the service, which meant a culture of respect and inclusiveness had been created. Children experienced mostly positive interactions from almost all staff, and we saw they had developed nice friendships with each other. Children, therefore, felt valued as the supportive interactions meant their wellbeing was catered for. Parents shared, "The nursery provides regular opportunities to meet with the key worker and have an open door when it comes to discussing any concerns and development."

We saw that staff were responsive to children's emotional wellbeing, changing needs and non-verbal communication. Approaches to personal care were carried out in a respectful and caring way. If children were not ready for this routine, staff respected their decision. This demonstrated a sensitive approach to supporting personal care at children's pace.

Different spaces within the service and school offered children other experiences throughout the day. For example, quieter rooms or physical play in the gym hall. To maximise the benefits of these opportunities, we asked that staff reviewed elements of their use. For example, they could consider communication between the areas, so that timely support can be sought if needed. Resources such as first aid items could be taken with them, so they are on hand if required.

Transitions were well-planned, and supported moves across the nursery and school environments. The programme supported children and families to have positive experiences, as the approach was tailored to meet their individual needs.

Mealtimes provided children with positive opportunities to come together and enjoy snack and lunch in a relaxed environment. Children experienced warm and nurturing interactions from some staff, which supported their sense of wellbeing. There were some opportunities for children to develop independence and self-help skills, however, this could be further enhanced.

Staff should review the mealtime routine to ensure it consistently promotes children's choice, independence, and involvement. For example, children could take a more active role in preparing snacks and self-serving foods at lunchtime. If staff consistently sat with children, it should strengthen the social element of mealtimes. Using these opportunities to engage in meaningful discussions would further support children's early communication, speech and language development. Staff should also reflect on the tasks they undertake during mealtimes and minimise these. They should remain fully available to supervise children safely, and to reduce risks, including choking. (See Area for Improvement 1).

Areas for improvement

1. To improve the mealtime experiences for children, staff should review the current routine. Referring to best practice guidance, they should make changes that promote children's involvement, independence and enhance their experiences through social interaction.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: "I experience high-quality care and support based on relevant evidence, guidance and best practice." (HSCS 4.11). And "I can enjoy unhurried snack and mealtimes in as relaxed atmosphere as possible." (HSCS 1.35).

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

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| Leadership | 5 - Very Good |
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| 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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