

Wardie Primary School Nursery Day Care of Children

Wardie Primary School
Granton Road
Edinburgh
EH5 3NJ

Telephone: 01315 523 896

Type of inspection:
Unannounced

Completed on:
27 February 2026

Service provided by:
City of Edinburgh Council

Service provider number:
SP2003002576

Service no:
CS2014334469

About the service

Wardie Primary School Nursery is registered to provide a care service to a maximum of 40 children at any one time, aged from 3 years to primary school entry. This purpose built nursery stands on the grounds of Wardie Primary School in Edinburgh. There is one large playroom with direct access to the secure garden. A multipurpose room is used to serve lunches, facilitate groups and is available for parents to use.

About the inspection

This was an unannounced inspection which took place on Tuesday 24 February 2026 from 09:30 until 16:30 hours and Wednesday 25 February 2026 from 09:30 until 16:00 hours. 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 since the last inspection. In making our evaluations of the service we:

- Spoke with people using the service
- Spoke with staff and management
- Observed practice and daily life
- Reviewed documents
- Reviewed online feedback from eight parents
- 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.

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 were being met.

Key messages

- Children experienced warm and nurturing interactions from staff who knew them well.
- Children benefitted from having the freedom to play outdoors in all weathers as they observed seasonal changes.
- Staff were committed and aspirational for the ongoing development of the service.
- Children had fun as they played with friends and staff.

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.

Quality indicator: Leadership and management of staff and resources

An established vision, values and aims of the service were reflective of the wider school community. Staff demonstrated these in their interactions with children and families, this contributed to the positive ethos of the service.

Approaches to quality assurance were beginning to inform improvements across the service. For example, staff had undertaken areas to champion including literacy, wellbeing in the form of children's yoga and meditation, outdoor learning, learning journals and children's rights. Staff reported observing an increase in some children's vocabulary as they used new words acquired in their play. Approaches to self evaluation could be strengthened further to capture children's progress formally and the impact on quality over time.

A calendar plan was in place to ensure that quality assurance and self evaluation tasks were distributed across the year by leaders, including reviews of personal plans and medication. The service should continue to strengthen approaches to quality assurance and self evaluation to ensure a consistent approach across the service.

Children were consulted with when changes were made to their play spaces through discussions with staff, voting systems and records in floor books. Parents received information through emails and newsletters. Responses to the online parents' survey were evenly split, half of respondents agreed or strongly agreed that they were meaningfully involved in developing the service, while the other half disagreed. The service should continue to build on approaches to engage with families to, help inform the development of the service.

Interactive team meetings provided opportunities for all staff to participate in discussions and decision making. Self-evaluation was an agenda item and staff were reflective on their practice and provided constructive feedback and encouragement to each other. This meant that discussions were rich and supported progress and development.

The team knew each other very well and felt supported by leaders. We were told "Management are always approachable and willing to listen". Formal meetings were in place between leaders and staff to recognise achievements and identify areas to develop. Staff spoke positively about the area champions and how this had created an opportunity to develop skills, knowledge and confidence. As a result, staff were committed to developing their practice and providing opportunities to children.

The staff team were established in the service and were aware of the national induction resource to support new staff, and spoke about mentoring roles to help promote continuity of care and support for children.

Children play and learn 4 - Good

We evaluated this quality indicator as good, where there were important strengths within the setting work and some aspects which could benefit from improvement.

Quality indicator: Playing, learning and developing

Children had fun as they engaged in play with their friends and staff. For example, a group played hockey outdoors and another group were role playing astronauts, wearing spacesuits and talking about rockets. They had the freedom to move between indoors and outdoors at a pace that was right for them.

There were a variety of resources accessible to children enabling them to add to their play. Defined play areas with core provision including, sand, water, home area and play dough supported children's play. Areas could be further enhanced through play provocations and interactive displays to inspire curiosity and wonder. Most children were confident to ask for additional resources with staff responding to requests. Children freely moved resources around the play spaces and outdoors. This meant that children were beginning to lead their own learning.

Children benefitted from having daily access to a large outdoor space. There was a variety of play opportunities across the outdoors, including mark making, physical activity, games and exploring the woodland area. Children told us that they enjoyed being in the woods outside. A group of children were excited as they found insects and were able to share their knowledge on the importance of bees. As a result, children were learning through play and spending quality time in nature that enhanced their wellbeing.

Children's literacy, numeracy and health and wellbeing was promoted across most areas indoors and outdoors, through visual prompts and resources. Staff who were area champions facilitated activities to develop this further. For example, a space was created with soft furnishings for children to relax on and props and books were available for children to explore and express their thoughts and feelings.

Staff were flexible in their interaction with children, knowing when to be involved in their play and when to observe. This meant that children knew staff were available if required. Most staff were skilled at supporting children's learning through considered questions. For example, a child had expressed what they wanted to create at the mark making area, the member of staff listened and asked what type of resources might they need, allowing the child time to think and problem solve a solution. As a result, children were given sufficient time to process information and empowered to problem solve a solution.

Approaches to planning were in place including intentional, responsive plans and learning journals. The planning system was in the process of being reviewed. Leaders had identified that further work was needed to ensure that children's learning and interests were consistently identified and meaningful to them.

Floorbooks were used to record children's experiences. Floorbooks were accessible to children throughout their session, promoting a sense of ownership. Children were able to speak about and recall some of the experiences. This meant that children had the opportunity to revisit previous experiences, developing their literacy and ability to recall. Capturing children's existing knowledge, what they would like to learn and what new learning has taken place, will strengthen the floorbooks and help track children's learning.

Children are supported to achieve **4 - Good**

We evaluated this quality indicator as good, where there were important strengths within the setting work and some aspects which could benefit from improvement.

Quality indicator: Nurturing care and support

Children experienced warm and nurturing interactions from staff. Their names were used when staff spoke to them and children received cuddles and affection. This let children know that they were valued and respected.

Personal plans were in place for all children and were reflective of current guidance. Staff knew children well and could explain children's needs and how they were met. Strategies of support were in place for children who needed them including signing and objects of significance to support children's communication. Quick response (QR) codes were displayed around the service and shared with parents on learning journals, along with video demonstrations from staff. This demonstrated the services commitment to engage parents in their children's learning and experiences.

The storage and administration of medication was reflective of current guidance and children's personal plans. Staff were knowledgeable about children's medical and dietary needs. This meant that children were cared for safely.

Children experienced mealtimes that were relaxed and benefitted from them being served in a separate room. This meant that children could decide when they had lunch, with play experiences not being impacted by lunch service. Children's independence was developed through being lunch time helpers and setting the table for their friends. Children had opportunities to self serve some food and pour their drinks. Further quality assurance over mealtimes will ensure robust hygiene practices are in place, such as, using utensils to serve food from shared plates.

Connections with families were valued and encouraged. Parents were invited to spend time in the service with their children for planned play sessions. Some parents and extended family members had shared their interests and hobbies with children, including art and crafts sessions and cooking. This contributed to the ethos of the service and strengthened relationships between the service, children and their families. From the feedback received from our online surveys, several parents had shared ideas of supporting the service through fundraising and events. This demonstrated the commitment from parents to support the service moving forward.

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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