

Anstruther Primary School Nursery Day Care of Children

Anstruther Primary
St. Andrews Road
Anstruther
KY10 3JS

Telephone: 01334 659 447

Type of inspection:
Unannounced

Completed on:
11 March 2026

Service provided by:
Fife Council

Service provider number:
SP2004005267

Service no:
CS2003042128

About the service

Anstruther Primary School Nursery is a day care of children service provided by Fife Council and is located within Anstruther. The nursery is situated within Anstruther Primary School building with access to their own enclosed outdoor space and the school grounds. The nursery is registered to provide a day care of children service to a maximum of 60 children at any one time.

The service is situated close to some local amenities such as, local shops, parks and nature walks. The areas for use by children will be the purpose built nursery area, the gym, the dining halls, the outdoor nursery playground and the Primary one-three playground. Children had access to their own toilet facilities, large open plan playroom with kitchen area and additional rooms for group activities.

About the inspection

This was an unannounced inspection which took place on 09 and 10 March 2026 between 09:00 and 16:00. Feedback was shared with the service on 11 March 2026.

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 complaints information, information submitted by the service and intelligence gathered throughout the inspection year. To inform our evaluation we:

- spent time with children using the service
- received six completed questionnaires from families
- received seven completed questionnaires 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

The service had established a meaningful vision, values and aims created with staff, children and families.

Quality assurance systems were in place that mostly supported the running of the service.

Children were engaged in high-quality play and learning experiences where they were empowered to lead their play ideas.

Language, literacy and numeracy experiences were available throughout children's play spaces and was supported by skilled staff.

Children's learning journals showed significant learning. The service should continue with their plans to monitor meaningful next steps.

Children received warm and nurturing care and support from staff that knew them and their families well.

Some mealtime experiences were sociable, relaxed and promoted independence. The service should continue with their plans to improve these experiences for all children.

Families were involved in the life of the nursery which strengthened links between home and nursery for children.

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	5 - Very 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

Quality Indicator - Leadership and management of staff and resources

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.

The service had developed a meaningful vision, values, and aims in consultation with staff, children, and their families. Children were observed using these values while they played with each other. Parents had shared with the service that children were observed using this language at home, for example using kind hands. This meant that these values were not only beginning to be embedded within the service but also beyond the setting.

An improvement plan was in place, where one key focus area had been identified. This had been broken down into areas of expected impacts with strategic actions. Action plans had been developed, where individual staff members took responsibility, this helped to develop leadership within the team. Staff shared that these action plans were linked with their focus area. Other areas of improvement had not been clearly identified which impacted how these improved children's outcomes and experiences. The service had identified how these other improvements could be monitored to ensure their actions taken, demonstrated how they impacted children's experiences. This would support the service to ensure all learners achieve and benefit from child-led high-quality play and learning experiences.

Quality assurance processes were in place that helped the service to ensure they were on track with actions and tasks that were required to be completed. Further quality assurance processes such as a long-term plan supported the staff team by ensuring important events were not missed and helped with intentional promotions within children's learning. There were a variety of different self-evaluation processes in place within the service. A staff member shared, "self-evaluation involved the whole team and takes place throughout the year". Staff and children's views were beginning to be sought and influenced by positive change within the service. For example, staff worked together to ensure consistent language and signs were used throughout the service. This helped support children's daily experiences through positive language.

Some monitoring and auditing systems were in place, for example monitoring of quality observations taken within children's personal learning journals. We discussed with the management team ways further monitoring of staff practice would not only help to improve children's experiences, it would allow for more regular formal check ins with staff. This would support the overall wellbeing of staff and help the management team to identify areas of development within staff practice.

Induction processes were in place that supported new staff at the beginning of their employment. A mentor was provided and staff shared that they felt supported. Management shared that the National Induction resource was used to further support staff with their knowledge and understanding of their roles and staff took ownership of these documents. A staff training overview was in place that supported the management team with identifying training that had been completed. Informal discussions took place at staff meetings relating to training. Completing formal staff reflections after training would further support the staff's understanding of how their learning has improved their practice, outcomes and experiences for children.

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 were engaged in quality play and learning experiences throughout their play spaces. Children were observed exploring and extending their play through different areas of the service. For example, children who were role playing families within the home corner, extended their ideas within the large block and rocking horse area. Staff encouraged children to move resources throughout the service. This meant that children were able to extend their play ideas in a way that was meaningful to them.

Children's play and learning needs were met by a staff team who knew them well and understood their cues. A variety of approaches and strategies were used consistently by staff. For example, adding new resources in different areas to encourage individual children to explore new areas. As a result, children were able to engage and explore meaningful play experiences.

Language, literacy, and numeracy opportunities were available to children. For example, the use of board maker, loose parts, books and different kinds of mark making resources were threaded throughout the service. Children were observed using books within their role play and as points of reference when trying to write their name or identify a letter. A literacy leadership role within the staff team helped identify where these opportunities could be developed within the service. This had resulted in children becoming more confident in their literacy skills and showing more interest in stories and singing.

Children had free flow access to a large outside garden area. Children were observed to be coming in and out playing as they wished. Daily risk assessments were carried out on the outdoors with children. Resources outdoors supported children to be curious, such as loose parts. We discussed with the service to be mindful of placements of resources to reduce the risk of children leaving the service. The staff team were responsive and began to identify how this could be improved. This would further support the staff team with keeping children safe while they explored outdoors.

Children's interests were used to support the service with their planning approaches. Responsive daily planning helped the staff team to provide activities and update resources that inspired children to extend their interests and learning further. Floorbooks and learning walls were used to display and celebrate what children had learned. This meant that children could revisit and share their previous interests.

Children's observations were taken and shared within personal learning journals. Observations mostly captured children's significant learning and was demonstrated through the use of language of learning. For example, phrases such as beginning to, independently and confidently helped to demonstrate where children's developmental stages were. Some next steps had been identified. It was not clear if children had achieved these or if they were still working on them. The service had identified this as an area to improve and have added this into their quality assurance processes to monitor. This would further support the staff to understand how to ensure individual children had opportunities to achieve and thrive in a way that is right for them.

Children are supported to achieve 4 - Good

Quality Indicator - Nurturing care and support

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

Children experienced warm, nurturing and responsive care that fostered their wellbeing. Staff knew children and their families well. A parent told us, "staff are very friendly, approachable and often give feedback even without asking". Another parent shared, "I have a great relationship with most of the staff. They are supportive, encouraging and empathetic". This meant that trusting relationships had been formed between staff, children and their families.

Children's individual needs, likes and wishes were mostly supported through effective personal planning systems. Most information was reviewed regularly through information gathered in 'All about me' forms. It was not always clear when reviews took place or when information had been updated in some forms. A parent told us, "we have regular meetings and informal discussions whenever required". Another parent shared, "staff regularly have meetings to discuss our child's progress and if there is anything we want them to focus on". The management team had identified how to improve these systems to ensure information gathered was current and reflected the support children received in the moment. For example, using support plans as working documents that staff could add to when strategies had been updated. This would help the staff team to ensure care received by children is consistent and meets their changing needs.

Most children experienced sociable mealtimes. Approaches to different mealtimes meant that some children did not always have a relaxed or supportive experience. The staff team had identified that this was an area that would benefit from reviewing and improving, for example more opportunities for children to self-serve. We discussed ideas with the staff team through sharing of good practice how this could be improved. On day two of inspection, some changes had been implemented and resulted in a more relaxed experience for children and staff were able to mostly sit with the children at tables. The service should ensure they continue to review these experiences for all children. This would ensure children have opportunities to develop life skills in an environment where they receive the support they need.

The staff team understood that children's development was shaped by their families and community. Opportunities for families to be involved in their children nursery life, such as stay and play sessions, book bug groups and a Burns Day Ceilidh were provided. This meant that children's experiences were enhanced and strengthened links with children's home life.

Complaints

Please see Care Inspectorate website (www.careinspectorate.com) for details of complaints about the service which have been upheld.

Detailed evaluations

Leadership	4 - Good
Leadership and management of staff and resources	4 - Good
Children play and learn	5 - Very Good
Playing, learning and developing	5 - Very 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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