

# Springfield Primary School Nursery Day Care of Children

Main Street  
Springfield  
Cupar  
KY15 5RZ

Telephone: 01334 659 438

**Type of inspection:**  
Unannounced

**Completed on:**  
19 March 2026

**Service provided by:**  
Fife Council

**Service provider number:**  
SP2004005267

**Service no:**  
CS2003015917

## About the service

Springfield primary school nursery class is a daycare of children service provided by Fife Council. The facilities are on one level with direct access to a small, fully enclosed outdoor play area. The local community provided further experiences for children, including the nearby woods.

The service is registered to provide care to a maximum of 20 children at any one time. The care service may be provided for children aged from three years until an age to attend primary school.

## About the inspection

This was an unannounced inspection which took place on Tuesday 17 March 2026 between 08:45 and 16:00. Feedback was given to the service on Thursday 19 March. 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 five children using the service, and four of their family parents/carers
- we received one response to our electronic questionnaire
- spoke with seven staff and management
- observed practice and daily life
- 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

- Children's inclusion and emotional wellbeing was supported by the strong, compassionate and nurturing relationships they had with staff.
- The value base of the staff team was effectively embedded in practice, and had created an enabling and supportive environment for children and families.
- The knowledgeable and skilled staff team led on aspects of practice, that provided quality experiences for children and included parents.
- Quality assurance and self-evaluation systems monitored key aspects of service. These had been used effectively to reflect on practice, and identify areas which could be further developed.

## 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 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 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

The value base of staff was evident in their practice as they had created a culture of respect and inclusiveness. Their strong, compassionate and nurturing relationships promoted a child-centred approach that met children's needs, rights and choices. Children knew they mattered, as staff interactions were patient and nurturing. As a result, they sought out staff for cuddles and comfort as they felt welcomed, valued and safe in the setting. One parent shared their child "Loves to go and loves the staff."

As the values and aims of the service were consistently implemented by the staff team, a welcoming environment had been created. This had helped establish strong relationships and connections with children and families. Parents shared that staff were "Both friendly and professional. I feel like they know my child well."

A range of quality assurance systems monitored key aspects of the service. Audits were also undertaken to assess the work of the service and identify improvements. They were used well to ensure practice followed guidance, which supported the best outcomes for children. To strengthen the systems in place, we suggested adding techniques that could be used to promote positive outcomes. For example, identifying approaches that could increase parental involvement. This should enable staff to identify which ways worked best to gather their views.

A culture of openness meant effective partnership working was in place. Various approaches enabled staff, parents and carers to share their views. Parents confirmed they were asked for their views through 'feedback forms' and 'daily conversations.' Children were actively encouraged to make choices and have an input into their nursery experience. They knew their opinions were valued as staff listened to them and, for example, included their ideas within planning.

## Children play and learn 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: Playing, learning and developing.

Play spaces were organised for children with a range of activities that met their needs and interests. These were used very well to support children's thinking, creativity and curiosity. We discussed with staff that space could be limited for some activities due to the number of core experiences being offered. The service agreed it would be beneficial to review the provision and assess where changes could be made to improve the layout.

Children were actively involved in leading their play and making choices. Staff enthusiasm meant children felt listened to and valued, as they were encouraged to share their ideas. Skilful staff interactions and open-ended questions supported them to revisit their learning and identify their 'next steps.' This enabled staff to provide resources and activities that continued to engage children in their learning. As a result, they spent long periods of time at activities as their interests were well supported by staff.

Direct access to a small outdoor area, playground and wider community extended children's experiences. They developed their physical skills and used their imagination as they built an obstacle course with loose parts. One child said, "I made the little bit and then the bigger bit" as they played on the obstacle course.

Children had opportunities to take risk in their play and develop life skills, as they had real life experiences. For example, by participating in 'play on pedals' they had learned about bikes and how to ride them safely.

Planning approaches reflected children's current interests which promoted their engagement and motivation. Observation, learning journals and regular reviews helped monitor and track children's progress, development and learning. As a result, all children were engaged and made use to the breadth of experiences indoors and outdoors.

While parents told us that information was shared regularly with them, formal meetings could be infrequent. We identified that the use of 'looking back, looking forward' at six-monthly reviews could be strengthened. Recording examples to show how children had made progress on previous 'next steps' could demonstrate their continued learning and development.

## Children are supported to achieve **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: Nurturing care and support

The positive ethos created by staff meant that children and families experienced warm, welcoming and nurturing relationships. Children had a sense of belonging, as they had developed positive attachments to staff. The strong bonds were evident as they sought out familiar adults, involved them in their play and chatted about their interests with them.

Staff recognised the importance of partnership working and had built positive relationships with families. Families we spoke with described staff as, "brilliant, friendly, professional and great." They felt welcomed into the service and included in their child's care. Information they shared had helped staff get to know children and plan for their care. This meant children experienced a consistent approach, as plans were tailored to meet their individual needs. Parents shared that, "All staff knew their child well." And that they got "regular updates every day."

Opportunities were available for families to be involved in the service. Parents joined in 'book bug' sessions and benefited from attending stay and play. They told us they valued the 'one to one' time they spent with their children as they shared their nursery experience.

Children benefited from and enjoyed the social aspect of mealtimes as they chatted with friends and staff. They had developed self-help skills as they served themselves and poured drinks and tidied up when they were finished. The service had recognised that mealtimes could be improved for children. We made suggestions they may want to consider. For example, dispensers for cereal would make it easier for children to use. At lunch time it would be beneficial if each table was self-sufficient with items needed nearby. This could enable children to serve themselves and minimise disruption by leaving the table to tidy up. We signposted the service to the Care Inspectorate Hub, where there is information, they may find useful.

## 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

Leadership	5 - Very Good
Leadership and management of staff and resources	5 - Very 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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