

# Eyemouth Primary School Nursery Day Care of Children

Eyemouth Primary School  
Coldingham Road  
Eyemouth  
TD14 5DE

Telephone: 01890 750 692

**Type of inspection:**  
Unannounced

**Completed on:**  
17 January 2025

**Service provided by:**  
Scottish Borders Council

**Service provider number:**  
SP2003001976

**Service no:**  
CS2003017369

## About the service

Eyemouth Primary School Nursery is registered with the Care Inspectorate to provide a care service to a maximum of 40 children at any one time aged from two years to not yet attending primary school of whom no more than 5 are under three years.

The nursery operates during term time and school holiday periods and is situated within the primary school in the town of Eyemouth in the Scottish Borders.

The accommodation comprises of three play spaces, toilet and kitchen facilities. Children have access, from the playroom, to an outdoor area and use local community areas for outdoor learning.

## About the inspection

This was an unannounced inspection which took place on 14 January 2025 between 09:00 and 16:30. The inspection was carried out by an 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 several children during their play
- spoke with six parents and reviewed four digital responses from parents
- spoke with the staff and leadership team
- observed practice, interactions and daily experiences for children
- reviewed documents.

## Key messages

- The leadership team and staff group promoted high aspirations for the children and families using the setting.
- Children were happy, confident and having fun.
- Personal planning contributed positively to high-quality outcomes for children.
- Snack and mealtime were well supported and gave children the opportunities to develop a range of skills.
- Opportunities for play and learning were well planned and contributed positively to children's learning and enjoyment.
- Indoor and outdoor environments were arranged to ensure children's comfort, safety and security.
- Excellent systems for self-evaluation impacted positively on the continuous improvement of the setting and outcomes for children.
- Excellent staff deployment ensured optimal staffing levels, maximising children's opportunities for engagement and learning and development.

## 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

How good is our care, play and learning?	5 - Very Good
How good is our setting?	5 - Very Good
How good is our leadership?	6 - Excellent
How good is our staff team?	6 - Excellent

Further details on the particular areas inspected are provided at the end of this report.

## How good is our care, play and learning?

5 - Very Good

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

### Quality indicator 1.1 - Nurturing care and support

Children were settled and happy in the setting. The skilled staff supported transitions for settling in and throughout the day. They used respectful interactions and kindness to help develop children's confidence and feelings of security. The atmosphere was calm, and children were relaxed when approaching staff and visitors to ask questions, seek comfort or assistance with tasks. Parents commented on the positive relationships that staff had with their children 'Just to express how lucky we feel to have our children in this nursery with excellent staff and a brilliant environment for them.' 'Everyone is so welcoming and lovely to the children.'

Staff used their understanding of how children develop to support children with their social and emotional development. Staff acknowledged how children were feeling and talked about emotions. They provided positive role modelling and a range of activities to support children in the growth of friendships and positive relationships with their peers.

Snack and mealtimes provided children with significant social and learning opportunities over the course of the day. Snacks and lunch were very well organised and supported by staff who understood that these were important parts of the day. The rolling snack provided many opportunities for children to make choices, develop independence, practice social skills and have an opportunity to take time and reflect on their activities over the morning. Lunch was provided in the nearby canteen; children were very familiar with the lunchtime routine of handwashing and walking to the hall. Staff sat with the same group of children at their table every day. This helped them to get to know eating habits and the levels of support each child may need and as a result children ate well. The staffing level and organisation over lunchtime enabled children to have opportunities to refuel and recharge for the rest of their day.

There were several documents, which made up a child's personal plan. Personal planning was very well organised with regular recordings and reviews of information with parents. This enabled staff to build an accurate overview of each child and work with parents to develop strategies to support children where they were needed. Children who needed more targeted support had a A Personal Plan +. Some of these plans had input from medical or childcare professionals such as speech and language or occupational therapists. These documents gave a short overview of what children needed from staff to promote positive outcomes. They were regularly reviewed and adapted to make sure that children's progress was being assessed and shared with parents.

Children's health and wellbeing needs were well supported in the setting. Procedures to ensure children's safety and wellbeing were well understood by staff with clear child protection guidelines and regular training to refresh skills and knowledge. There were very good processes for supporting children's medical needs through effective and well documented medication administration and recording of medical plans. There were significant opportunities for children to take part in physical outdoor play and to access their local community for outdoor learning. Healthy snacks were provided with water available throughout the day to ensure that children remained well hydrated.

### Quality indicator 1.3 - Play and learning

Children were having fun and had access to an exciting variety of play and learning opportunities both indoors and outdoors. Play and learning opportunities were well planned and based on responsive and intentionally chosen activities. There were many opportunities for children to lead their own play and staff supported children's learning thoughtfully with responsive interactions that enhanced or add value to children's experiences.

Each of the three indoor play spaces were well organised and resourced for specific aspects of play. For example, one room was used for quieter play such as storytelling and small group games and another focussed on music, drama and role play. However, we saw staff effectively support a range of play in each of the playrooms and support children who transported resources from room to room.

Literacy and numeracy opportunities were woven throughout the play spaces and were very well promoted through the varied range of experiences. Staff understood the importance of language development and we saw children and staff sharing stories throughout the day and making music with the wide range of musical instruments and enhancing resources. Children were enjoying developing numeracy skills, through beginning to use number in context, using measure, weight and playing sorting games.

Outdoor learning was a very positive aspect of the service both through free-flow access to the range of outdoor learning resources and through dedicated weekly activities in a range of local community spaces. The outdoor learning sessions were well-planned and having a positive impact on the child's view of their community.

The setting provided play and learning for children aged 2 - entry into primary school. Learning experiences for the younger age group were well organised and took account of learning styles such as Schematic play, where children learn through repetition. We spoke to the leadership team about the need to ensure that planning for the younger children in the group did not overly limit the play and learning opportunities for the older children. For example, some resources had been pared back due to the perceived safety issues for younger children.

Children's learning and development was very well supported by sharing observations and next steps with parents via a digital platform. Observations detailed significant learning and planned next steps that were relevant to individual children. Tracking mechanisms from the Local Authority were used to ensure that all children were supported to make progress on an individual basis.

### How good is our setting?

**5 - Very Good**

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

### Quality indicator 2.2 - Children experience high quality facilities

Children were welcomed into a bright, well ventilated and comfortable play space. The arrangement of the three play spaces provided children with cosy and comfy areas to take part in quieter play or rest. There had been good use of displays and children's work to make the environment interesting without being overwhelming.

Children were kept safe by a number of procedures which included monitoring the entry and exit from the setting, risk assessments and discussions about safety and risk with children. Children helped to carry out the garden risk assessments and had taken part in road safety campaigns and visits from Police and Fire and Rescue. Children could talk to us about the safety book, which had been developed using the Care Inspectorate resource SIMOA (Safety, Inspect, Monitor, Observe, Act). This supported the children's understanding of risk and keeping themselves and their friends safe.

The outdoor space was available to children all day giving the option to play indoors or outdoors. The play area provided a mixture of surfaces and play opportunities using loose parts, fixed equipment for imaginative play and climbing. There were spaces for planting and a well resourced mud kitchen. Children were well dressed for outdoor play and told us "You need wellies! it's really muddy!" "Put your hood up! It's raining!"

Indoor resources were of very good quality and children were able to access these and additional resources easily. Some children could have been provided with more challenging resources. For example, children were showing an intense interest in the building and woodwork resources, but there were no real-life woodwork and tools for them to use.

Staff were mindful of confidentiality and sharing information. They talked respectfully about children and families and records were kept in locked cabinets or on the password protected computer system. Information was only shared with those that needed it.

Infection, prevention, and control practices minimised the potential spread of infection. The setting was visibly clean and clutter free. Staff sensitively supported children to wash their hands at various times throughout the day, promoting a safe environment for children.

## How good is our leadership?

**6 - Excellent**

We evaluated this key question as excellent where performance was sector leading with outstandingly high outcomes for children.

### Quality indicator 3.1 - Quality assurance and improvement are led well

The leadership team and staff ensured that the setting values, vision and aims were used as a basis of what they provided for children and families. Parents, staff, and children had been involved in the revisiting of the vision, values and aims to ensure that families understood how the aspirations that the setting held for their children would be achieved.

The processes for self-evaluation and auditing were prioritised and embedded in practice. Aspects of daily life were consistently evaluated to ensure that outcomes for children were supported by everything that children experienced in the setting. This included the pace of the day, meal times, group time and areas of the environment. Auditing of processes and procedures ensured that they were effective and maintained a safe and secure environment for children.

Larger scale self-evaluation used benchmarking against key national documents and fully involved staff, children and parents. The leadership team had an in depth understanding of national and good practice documents and used these to develop wider illustrations of practice which could impacted positively on outcomes. For example, part of the improvement plan included successfully working with other childcare

providers in the community, as it was assessed that this could positively impact on children's wellbeing and security when they transitioned to the school setting.

The improvement plan was relevant, targeted, and focused on enhancing outcomes for both children and families. There were regular planned assessments of the progress being made to achieve the improvements. The leadership team empowered children, their families and staff to lead and shape improvements in their service. Staff spoke confidently about their involvement in the improvement plan, and how they were making positive progress with current key priorities.

Parents told us that as well as being able to take an active part in the life of the setting through a range of groups, outings and events, they received regular requests for feedback, both verbally and through more formal evaluations. The leadership team and staff understood how to pace these requests to ensure that they were meaningful and that parents could see the impact of their comments. As a result, families were actively involved in improvements being made in the setting which were having a positive impact on outcomes for children over the longer term.

Staff had very high aspirations for all children to ensure they flourished and thrived in the setting and through life. Professional learning and staff development was exceptionally well planned, reviewed, and matched to the individual interests and needs of staff. Several staff were leading on key aspects of the service both in the setting and with the wider school community. Regular and meaningful discussions supported staff to review and reflect on their personal development and practice. The annual professional reviews were timed to link to the development of the improvement plan and included discussions about how staff could impact upon the settings improvements.

The leadership team looked outward to share and gather ideas to influence continuous improvement. They used professional forums, had forged links with other childcare providers in the local community, visited other settings to share ideas and practice and used professional forums for discussions. This openminded approach helped the leadership team and staff develop innovative ideas, find solutions for problems and further develop their practice.

## How good is our staff team?

**6 - Excellent**

We evaluated this key question as excellent where performance was sector leading with outstandingly high outcomes for children.

### Quality indicator 4.3 - Staff deployment

The level of staffing was highly effective in ensuring consistently high-quality outcomes for children, through having the right number of staff to fully support children's experiences in the setting. The deployment of staff enabled them to carry out their day-to-day role and supported additional work with groups of parents, other professionals and activities with children in the local community.

Staffing arrangements promoted continuity of care for children. The well planned and effective keyworker system ensured that there were open communication between staff and parents. Parents commented "Nursery is very approachable so I would not hesitate to discuss anything with them. Lots of stay and play sessions also which I attend as many as I can so I can see myself how much my child is enjoying this setting." "Staff are always happy to chat at anytime and answer questions." "The staff are not only fantastic with the children, they are also very approachable and nothing is ever a trouble to have a conversation and feel listened to."

There was effective use of the staff's mixed skills and experience. This was used to support children and families but was also integral to the mentoring and support of staff who were at the beginning of their professional career. There was a positive ethos of staff being developed to be the best they could be through training, practice discussions and peer observations of practice. Where staff lacked experience there was support from the leadership team and colleagues to ensure that they were not excluded from aspects of the childcare provision. For example, some staff were being supported to develop story reading skills and the taking of small group sessions.

The leadership team showed a clear understanding that to ensure consistent high-quality the roles staff needed to carry out, often required planning and the completion of records. The deployment of staff enabled them to plan, prepare and evaluate activities for children and families. Staff made effective use of time to complete observations and necessary record keeping, which significantly contributed to the exceptional personal planning and support provided for each child.

The staff group had developed into a well organised and responsive team. During the session there was consistent communication about who was where to ensure safe supervision of children. Staff moved flexibly around the play spaces and stepped in when needed to support children or their colleagues. One member of staff told us "We work well as a team. We help each other and work hard, but we also have fun."

The deployment of staff ensured that children could rely on a predictable pace and routine for their day, which helped them feel secure. Staff breaks were well organised to ensure that staff had time to relax and recharge but did not limit the play experiences for children.

There were a number of policies and procedures in place to support staff in their role. Adaptations to working hours and the working environment supported staff attendance and promoted their wellbeing. The leadership team were an active part of the staff team and the positive working relationship supported the collaborative approach to achieving aspirational outcomes for children.

## 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

How good is our care, play and learning?	5 - Very Good
1.1 Nurturing care and support	5 - Very Good
1.3 Play and learning	5 - Very Good
How good is our setting?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very Good
How good is our leadership?	6 - Excellent
3.1 Quality assurance and improvement are led well	6 - Excellent
How good is our staff team?	6 - Excellent
4.3 Staff deployment	6 - Excellent

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Care Inspectorate  
Compass House  
11 Riverside Drive  
Dundee  
DD1 4NY

[enquiries@careinspectorate.com](mailto:enquiries@careinspectorate.com)

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