# Muirton Community Nursery
# Day Care of Children

Gowans Terrace
Perth
PH1 5AX

Telephone: 01738 625 933

**Type of inspection:**
Unannounced

**Completed on:**
9 November 2023

**Service provided by:**
Muirton Community Nursery Training and Childcare Project

**Service provider number:**
SP2003002186

**Service no:**
CS2003010140

## About the service

Muirton Community Nursery is a day care of children service registered to provide care to a maximum of 50 children at any one time from two years to 16 years of age.

The nursery operates from a detached, single storey building located in the Muirton area of Perth close to parks, schools and other amenities. The nursery consists of two large playrooms, toilet and nappy changing facilities, a kitchen and offices. Children also have access to an enclosed outdoor area.

## About the inspection

This was an unannounced inspection which took place on 8 November 2023 between 08:40 and 17:30 and 9 November 2023 between 08:30 and 16:00. The inspection was carried out by two inspectors 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 children using the service
- received questionnaire feedback from 13 families and spoke with four families
- spoke with staff and management
- observed practice and children's experiences
- reviewed documents.

## Key messages

- Children were nurtured and supported as they experienced caring, responsive, and compassionate interactions.
- Staff were skilled and knowledgeable, with effective use made of their differing skill mix to ensure children's experiences were consistently positive.
- Children had fun and were actively involved in leading their play and learning. Language, literacy and numeracy were naturally woven into their everyday experiences.
- Staff were knowledgeable about children's individual development. Observations and next steps could be better recorded to capture children's progress and achievements.
- Children and families were welcomed into a homely, nurturing setting.
- A strong culture of continuous improvement was embedded to bring about positive change to children and 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

| | |
|---|---|
| How good is our care, play and learning? | 4 - Good |
| How good is our setting? | 5 - Very Good |
| How good is our leadership? | 4 - Good |
| How good is our staff team? | 5 - Very Good |

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

## How good is our care, play and learning? 4 - Good

We evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

**Quality Indicator 1.1: Nurturing care and support**

Children and families were genuinely cared for and respected by staff which created a warm, positive ethos. Children were nurtured as they experienced caring, responsive, and compassionate interactions which supported their wellbeing. They were offered comfort, cuddles and reassurance which helped them to feel safe and secure. Positive, trusting relationships had been built and as a result, children were happy, relaxed and having fun. Families commented very positively about the staff. Their comments included, "Both the caregivers and management are wonderful, positive and caring" and "Staff are great, and I really feel my child is well looked after."

Children's personal care needs were met with dignity and respect. For example, children were sensitively asked if their nappy could be changed. Warm interactions during nappy changing created a relaxed experience where positive attachments were formed. Children were encouraged to be independent which helped to increase their confidence and responsibility throughout daily experiences.

Children's overall wellbeing was supported through effective use of personal planning. Families worked in partnership with staff to ensure effective information sharing. As a result, staff had a very good knowledge of children's holistic needs, which enabled them to provide continuity in their care. Staff worked proactively with other professionals which supported them to identify strategies of support based on individual needs. Staff were attuned to children's individual needs and used strategies consistently and effectively. As a result, children were very well supported to enable them to reach their full potential.

Children experienced sociable and unhurried mealtimes with a relaxed, positive atmosphere. Food choices were homemade, nutritious, and well balanced which supported children to be healthy. Staff recognised the benefits of developing relationships and promoting learning during mealtimes, with rich discussions taking place. Children's independence was encouraged through opportunities to prepare snack and self-serve during mealtimes. Children and staff enjoyed eating together which promoted good eating habits, for example, children were encouraged to use cutlery when role modelled by staff.

**Quality Indicator 1.3: Play and learning**

Children experienced a good range of planned and spontaneous play. A new approach to planning had a positive impact on supporting staff to create a balance of intentional and responsive play and learning experiences. Children had begun to be involved in capturing their play and learning experiences in floorbooks. They used this opportunity to reflect on experiences which supported them to consolidate their learning. Staff recognised there was further scope to involve children in the moment which would enable them to capture their views and ideas in a more meaningful way.

Children had fun and were actively involved in leading their play experiences. They experienced rich play and learning opportunities which supported them to develop skills in language, literacy and numeracy. For example, children wanted to find out the size of an Orca. Staff were responsive to children's interests and

supported them to research using technology. Children were interested to see if an Orca could fit inside the playroom. Staff offered opportunities to use a range of resources to measure and supported them to problem solve through effective questioning. This experience was extended as children began to compare objects of different sizes. As a result, children had fun as they learned interesting facts, new vocabulary and explored mathematical concepts.

Skilled staff supported children to communicate in a way that was right for them and at their own pace. Children's language skills were supported through a wide range of strategies such as the use of visual aids. Personalised strategies were effectively used to support children's individual communication development. This had a positive impact on supporting children to achieve their potential.

Staff were knowledgeable about children's individual development. However, observations did not consistently demonstrate children's progress. For example, some children had good quality observations recorded which highlighted their achievements, whilst others had very few observations. Families had been involved in setting children's next steps which provided an opportunity for them to be included in their child's learning and development. However, staff had not consistently identified children's next steps in learning from observations of play experiences. As a result, there was the potential for missed opportunities to develop children's breadth of skills across the curriculum. The manager had identified observations and next steps as an improvement priority and had a clear plan in place to develop this.

## 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 and families were welcomed into a homely, nurturing setting. For example, the entrance had soft lighting which created a calm, relaxed ambience. The environment was very clean and well-maintained which promoted children's safety. Playrooms were bright, well-ventilated, and offered children ample space to play. They were able to rest, relax and retreat to quiet spaces which were cosy and comfortable. They made independent choices about where they played and confidently moved between the indoors and outdoors.

Indoor play spaces were sensitively structured to meet children's needs. For example, children's favourite books were on offer to support them to settle into the service. Children's stages of development and learning were well considered when planning the environment. This included spaces and experiences which enabled children to engage in schematic play. Staff were responsive to children's interests and adapted the environment to promote curiosity. For example, children had shown an interest in making music, staff recognised this and provided an exciting opportunity for children to experience rhythm and beat using a big drum.

All families strongly agreed that children had the opportunity to play outdoors every day. Older children experienced interesting and exciting opportunities outdoors such as digging for worms, going on a frog hunt, and building and creating with big loose parts. As a result, they had fun and were deeply engaged in their play. Younger children had good opportunities to develop their gross motor skills for example riding bikes and climbing. There were some loose parts and open-ended resources for younger children, however, these could be enhanced to further promote curiosity and creativity.

Children's safety was enhanced as staff worked well together to identify and minimise risks and create a more secure environment. For example, they had put additional security measures in place within the garden and main entrance to the nursery. Children were supported by staff to recognise hazards through risk assessing the garden before going out to play. This supported them to develop an awareness of how to keep themselves safe.

Robust infection prevention and control measures supported children's health and wellbeing. Children were well supported by staff to wash their hands effectively at key times throughout the day. Significant improvements had been made to the toilet facilities to ensure they followed current best practice guidance. This helped to minimise the risk of infection and keep children safe.

## How good is our leadership? 4 - Good

We evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

**Quality Indicator 3.1: Quality assurance and improvement are led well**

Children, families and staff had been fully involved in creating a shared vision, values and aims for the service. These were reflective of the service, with a focus on creating fun, high quality experiences, built on strong relationships.

The staff and management team were committed to improvement and had developed a positive ethos within the setting. All families were confident that the setting was well managed. One family told us they could speak with the management team at any time and that they knew their child well.

Children and families had opportunities to influence change within the setting. For example, children were involved in the recruitment process, with their views and questions included in interviews. The service was run by a parent led management committee. This enabled families to be meaningfully involved in making decisions about the service development. Families had other opportunities to feedback, for example, through questionnaires. However, the manager identified this was not always effective in gathering views and was exploring other ways to engage families.

Self-evaluation had been carried out and was a realistic reflection of the service provided. Staff had some involvement, for example, discussing practice during team meetings, however, the manager had recognised they could be more involved. A clear, robust improvement plan had been created as a result of self-evaluation and was effectively used to support improvement. A new approach to formal monitoring had been developed and was in the early stages. This meant that areas of development identified had not yet been followed up. The manager had developed a strong culture of continuous improvement and had a clear plan in place to further develop the quality assurance processes.

## How good is our staff team? 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 4.3: Staff deployment**

Staffing levels and deployment took account of children's individual needs, routines, and activities throughout the day. Families told us they felt there were always enough staff in the setting to meet their child's needs. Children and families were warmly greeted on arrival at nursery which supported positive transitions and communication. Children were very well supported throughout the day by the right number of staff to meet their needs. Staff breaks were well planned to ensure children had the right support, including busier times such as mealtimes. As a result, children experienced high quality care, play and learning.

Staff were skilled and knowledgeable, with effective use made of their differing skill mix to ensure children's experiences were consistently positive. They were very responsive to where children played and moved around flexibly to provide high quality support, interaction, and engagement in play. Effective communication and teamwork between staff meant children had meaningful play experiences.

Staff absences were minimised through positive approaches to support staffs' wellbeing and maximise attendance. Where absences occurred, supply staff were familiar to children and families which promoted continuity and consistency of care.

## 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

| How good is our care, play and learning? | 4 - Good |
|---|---|
| 1.1 Nurturing care and support | 5 - Very Good |
| 1.3 Play and learning | 4 - Good |

| How good is our setting? | 5 - Very Good |
|---|---|
| 2.2 Children experience high quality facilities | 5 - Very Good |

| How good is our leadership? | 4 - Good |
|---|---|
| 3.1 Quality assurance and improvement are led well | 4 - Good |

| How good is our staff team? | 5 - Very Good |
|---|---|
| 4.3 Staff deployment | 5 - Very Good |

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Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

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