Cargenbridge Nursery
Day Care of Children

Cargenbridge Primary School
Waterside Road
Cargenbridge
Dumfries
DG2 8LL

Telephone: 01387 273 550

Type of inspection:
Unannounced

Completed on:
5 September 2023

Service provided by:
Dumfries & Galloway Council

Service provider number:
SP2003003501

Service no:
CS2003015465

About the service

Cargenbridge Nursery may provide a care service to a maximum of 40 children at any one time aged from 3 years to not yet attending primary school.

During the operating times, the service will have exclusive use of the nursery suite. The nursery may also have access to other areas within Cargenbridge Primary School, subject to a completed risk assessment prior to use.

The nursery is located in a residential area in Cargenbridge, Dumfries and Galloway. The service is connected to the local school and is close to parks and other amenities. Children are accommodated in two open plan play rooms and an enclosed outdoor play space.

About the inspection

This was an unannounced inspection which took place on 4th and 5th September. 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 children using the service
- Gathered feedback from families by online questionnaires
- Spoke with staff and management
- Observed practice and daily life
- Reviewed documents

Key messages

- Children were having fun and engaged in a variety of play experiences on the days of inspection.
- Children were supported by a team that were patient, kind and compassionate.
- Children access a nursery that was warm, welcoming and inviting.
- The team were committed to the continuous improvement of the service to ensure positive outcomes for children in their care.
- The team understood the importance of linking with other agencies and professionals to ensure positive outcomes for children in their care.

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?	5 - Very 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? 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.

1.1 Nurturing care and support

On the days of inspection, we observed children having fun, talking, and laughing with friends and engaging with staff. Children experienced warm, nurturing, and responsive care from staff. The team provided positive role models for children with kind, patient, and sensitive interactions. One parent told us "Cargenbridge nursery is a friendly and very welcoming nursery."

Children experienced a relaxed, unhurried, and sociable lunchtime with peers as they could choose who they would like to sit beside. Children were encouraged to develop their independence skills by self-serving cold snacks and drinks, then clearing away dirty dishes and cutlery. Staff sat with children after serving hot meals to provide supervision and prompting. Children's independence and life skills could be further enhanced with opportunities to self-serve their main meals. This would also enable staff to sit at the table for the whole mealtime, enriching the experience. Water was available throughout the day for children to remain hydrated.

Personal plans were in place for each child attending the nursery. Information was gathered within personal plans that supported meeting children's individual needs. Such as their likes, dislikes, interests and significant events or changes in the child's life. Children's learning was recorded and shared with parents through e-learning journals, which had recently been introduced to the nursery. We agreed with the nurseries improvement plan that there should be a focus on embedding a consistent and evaluative approach to assessment and observations by the team through e-learning journals.

Children's wellbeing was protected by a clear and concise safeguarding policy. Staff were aware of their roles and responsibilities to keep children safe. They had recently attended child protection training and knew how to address any concerns appropriately.

Children's health was supported by a robust medication policy and procedure. All paperwork sampled was in line with current best practice guidance.

Children were supported to feel safe and valued by the manager and staff who recognised the benefits of partnership collaborating with parents and other agencies. Regular communication with other key agencies ensured the team had up to date information to support children's current needs and any changes in the child's life.

1.3 Play and learning

Children were able to lead their play and learning during their time at nursery. Over the inspection we observed children freely engaging in a wide range of opportunities from planting, painting, building, riding on bikes and scooters. Children were active and enjoying imaginative play both indoors and outdoors. Staff were responsive to children's initiation and invitations to play and effectively scaffolded their ideas and extend their learning. One parent told us "My child has access to a range of activities on nursery and they follow their interests well."

Play experiences available helped develop children's skills in language, literacy, and numeracy. Throughout the indoor and outdoor areas children could engage in a variety of visual, explorative, and tactile activities. Staff spoke positively about their plans to further enhance these learning experiences as literacy was a focus for the nursery and school community this term.

Children benefited from a variety of play-based learning opportunities within the nursery. The team continued to review their planning and recording approach to ensure they remain child centred and responsive to current children's interests and experiences. The manager, in partnership with staff, should continue to embed and evaluate the planning cycle with a focus on recording the children's voices to ensure meaningful experiences for children attending the nursery.

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.

Children experienced an environment that was comfortably furnished and welcoming. The room had natural light and was ventilated with open doors. There was ample space indoors and outdoors for children to play and explore together or alone if they chose to do so. One parent told us the nursery is "a fun and safe environment for my child".

Children were supported in a space that continued to be developed which we saw through the nursery's improvement journey of the play rooms. The team had created cosy, homely spaces for children to enjoy with soft lighting, pillows, rugs and real objects. This helped children to feel safe and gave a strong message that they mattered. One parent told us the nursery is a "Lovely safe, nurturing, homely environment."

Children could lead their play as they could easily access toys and equipment at their level. Children could move equipment around the space available which ensured their play and learning was not interrupted. Respecting their right to choose. One parent told us "There's always a wide range of activities for my child to attend throughout his visit to nursery." Natural, opened ended materials were available to stimulate children's curiosity and extend their play. Loose parts play was also available to children indoors and outdoors.

Free flow between the indoors and enclosed outdoor space empowered children to lead their play and learning. The outdoor area provided children the opportunity to engage in risk taking, problem-solving, working together and physical play. One child told us "I like to play outside".

Infection prevention and control measures were in place in line with current best practice guidance. Children were confident in hand washing procedures. We have highlighted the hygiene room currently noted on the nursery's registration cannot be shared with staff or visitors and will require to be re-organised if it is used in the future for personal care.

Risk assessments were in place with mitigation measures noted. The manager was currently reviewing risk assessments to ensure they were relevant due to the changes in the environment. We shared the RoSPA guidance for trampolines to support safe use for children. One parent told us "My children feel safe at nursery and the teachers are nurturing."

How good is our leadership? 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.

Aspirations for the service were shared by all staff and the manager, which showed us the service has an exceptionally good capacity for change. All members of the team inputted into the improvement plan and took on leadership roles for different focuses such as literacy or improving the outdoor space. The team had created a floor book which tracked the improvements of the nursery. This was used to monitor and review any changes implemented and the impact on outcomes for children.

Staff were committed to providing children with high quality early learning and childcare at the nursery. Outcomes and positive experiences for children were the focus of any changes or improvements in the setting. The team regularly evaluated and reflected on activities they offered, the environment and range of resources available taking account best practice guidance, children's preferences and any new training undertaken. Children were at the heart of improvements; however, we discussed ideas that could ensure children's voices were recorded as part of the improvement cycle.

The manager of the service was visible, personable, and approachable to children, their families, and staff. This created a positive environment which focused on relationships and effective communication, creating conditions where people felt confident to discuss ideas, improvements, and issues. The manager was organised, accessible and positively influenced the delivery of the service. The Head Teacher of the school was visible and supportive to the nursery team.

Communication with families was a strength for the service. One parent told us "There is excellent communication with parents, and I feel informed." Views of families had been actively sought to support the ongoing development of the setting. This was achieved through face-to-face discussions surveys, comments on eLearning, open days, and dojo. Many parents told us they were confident at approaching the team and manager to discuss any matters that could arise.

Policies were in place for the nursery. We noted some should be updated to reflect current best practice guidance. For example, the medication policy should be expanded to explain what would happen in the event a child refuses or spits out medication.

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.

Children were supported in a nursery that was appropriately staffed to meet their individual health, wellbeing, and safety needs. Continuity of care and effective communication was promoted by the manager and team which minimised the impact of staff breaks on children during their time at the nursery. Staff were registered with the appropriate regulatory bodies. One parent told us "Children's individual needs are at the centre of everything the staff do."

Staff were proactive and flexible in their deployments throughout the day, they followed the children between the indoors and outdoors, which ensured children led their play and engaged in free flow opportunities whilst remaining safe. One parent told us "My child loves attending, and staff are always on hand to help and support."

Children and their families experienced a warm, caring, and nurturing setting as good working relationships and effective communication had been established between the team and manager. We found staff worked well together, and they were respectful in their interactions with each other, creating a positive ethos for the children. One parent told us the team were "Welcoming, friendly, caring, happy, and responsive staff.

Staff were driven and motivated in their leadership roles and keen to support the nursery to continue to develop and improve. They worked well as a team to achieve high quality experiences for children in their care by sharing their skills and knowledge. Staff felt respected and listened to which further supported a positive team ethos, this was evident on the days of inspection. One parent told us the team are "Friendly, fun, caring, dependable."

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?	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?	5 - Very Good
3.1 Quality assurance and improvement are led well	5 - Very 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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