Eastriggs Nursery
Day Care of Children

Eastriggs Primary School
Eastriggs
Annan
DG12 6PZ

Telephone: 01461 403 01

Type of inspection:
Unannounced

Completed on:
4 February 2025

Service provided by:
Dumfries & Galloway Council

Service provider number:
SP2003003501

Service no:
CS2003015481

About the service

Eastriggs Nursery is a daycare for children service situated in Eastriggs, Dumfries and Galloway. The service is registered to provide care to a maximum of 30 children at any one time from two years of age until they start attending primary school, of whom no more than 10 children are between the ages of two and three years. At the time of the inspection, 22 children were registered with the service.

The service has a large outdoor play area. Children were able to move freely between indoors and a secure outdoor area. The centre is within walking distance of local amenities.

About the inspection

This was an unannounced inspection carried out by an inspector from the Care Inspectorate. It took place on 4 and 5 February 2025. The inspector attended the service between 09:15 and 16:15 hours on 4 February and from 09:50 to 14:30 hours on 5 February.

To prepare for the inspection, we reviewed information about the service. This included registration information, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:
- observed practice and daily life
- spoke with three children using the service
- reviewed documents
- spoke with the manager and staff
- received ten completed questionnaires from parents/carers to gather their views and feedback.

Key messages

- Children were happy, settled, and secure at the service.
- Management and staff were knowledgeable about each child's needs.
- Staff were enthusiastic about delivering the best outcomes to children and families.
- Children benefitted from connections to their local community.
- The management team and staff worked very well together to create a culture of shared responsibility.
- Staff were highly skilled in ensuring positive outcomes 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

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.

Quality indicator 1.1: Nurturing care and support.

Children experienced warm, caring, and nurturing approaches. This supported children to be secure, happy, settled, and confident. Children approached staff for cuddles and invited staff to participate in their play and learning. Parents told us, "Huge support and enthusiasm from the nursery staff to help my child thrive and develop.", and "They are so friendly and helpful, nothing is too much for them, they always give great updates and are welcoming to the children."

Children were actively involved in organising the lunchtime routine. They helped staff to set up lunch, which supported them to develop life skills. Staff sat alongside children, supporting them when needed. This helped keep children safe during mealtimes. Children were encouraged to serve their own meals and were supported to pour drinks and clear away their plates after eating. As a result, children were developing their independence. They were relaxed and enjoyed the food that was provided. Fresh water was available throughout the day and children were encouraged to access this. This helped keep children hydrated.

Personal plans supported children's overall wellbeing. 'One page profile' records provided staff information about children's health, wellbeing, and safety needs. They were developed in collaboration with families. Both management and staff were knowledgeable about children's individual needs. They had developed clear strategies to support children to have a positive experience at nursery. This support helped build children's resilience and supported positive outcomes.

Staff were confident about child protection procedures. They had attended in-house training and were confident with about their responsibilities should they be required to report any concerns. Staff knew who to report any concerns to in the absence of the child protection coordinator. This helped to keep children safe.

Accidents and incidents were recorded and appropriately shared with parents. When accidents and incidents did occur, staff and management reviewed why it happened to ensure they reduced the risk to children of it happening again. These processes support children's overall wellbeing.

Quality indicator 1.3: Play and learning.

We observed children who were happy and engaged in leading their own play and learning, with support from staff when needed. Toys and resources had been set up to support their curiosity, creativity, and imagination. For example, children had opportunities to play in the role play shop, listen to stories, and engage in outdoor play. This included playing with the mud kitchen, digging in the sand, and balancing on tyres. There was plenty of natural and open-ended resources, as well as real life resources, which supported children to problem solve. As a result, children engaged well with each other and played cooperatively, using their imagination and curiosity to develop their language, literacy, and numeracy skills.

Planning approaches were child-centred and responsive to children's interests and life experiences. Staff were knowledgeable about child development and used this to support them in providing quality play and

learning experiences. For example, children were interested in the new park being built. Staff tuned into this and responded by going for walks to see the park being built and discussing with the children what they had seen. One child said, "I saw the digger working." As a result, children were progressing well.

To support their learning, staff actively listened to children's voices. Children could influence the experiences offered, and staff planned and implemented opportunities based on children's needs and interests. Progress and learning were recorded in planning, and children's online journals to evaluate and identify next steps. As a result, children were making progress. Parents shared with us that they received regular updates about their child's learning. One parent said, "Regular updates and check in on child progress and daily updates in app.", and "The communication through the Learning Journals app is excellent - both in terms of general day to day photos. A lot of effort clearly goes into preparing and developing the personal plans."

Children benefitted from connections to their local community through visits to the new park, which is just being built. Children were learning about nature and the world around them. Children often visited the local museum. This gave them the opportunity to learn about the history of their local community.

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.

The setting was extremely comfortable and welcoming with plenty of natural light and ventilation. Furnishings were of a high standard. Children had ample space to play and explore their surroundings. We observed children enjoying a story in the quiet area, which was furnished with a comfortable chair and cushions. This gave children a sense that they mattered.

Play spaces reflected children's current interests and curiosities, with appropriate resources and materials to support learning. For example, the children were interested in shops, and there were food boxes, cash registers, pens and pencils for writing prices on the items for sale. The environment was sensitively structured to take account of all children's interests and stages of development.

There was a spacious outdoor play area available for children, featuring a variety of resources such as a large sandpit, and water tray with tubes, tunnels, and tyres. Children also participated in caring for the chickens. One parent shared their thoughts on outdoor learning, mentioning, "There's a big playground, feeding the chickens, water play, and a sandpit." This environment allowed children to engage in energetic play while also learning about living things.

Real-life resources, such as pots, pans, and empty food boxes, supported children's imagination, curiosity, and critical thinking skills. Open-ended materials and 'loose parts' were available indoors and outdoors. For example, we observed children selling items in the shop, role-playing, being the shopkeeper and the customers. This supported children's imaginative play and learning. A parent shared, " The sheer range of different activities that the children have is excellent, particularly considering budget restrictions. They regularly have messy play stations, do plenty of crafts, take trips within the local community, do cooking and baking, enjoy dance and yoga, plant plants and seeds, play dress-up, etc." The large variety of high-quality toys and materials supported children to develop their play in a way that met their needs.

Infection prevention and control measures were in place throughout the service to minimise the spread of infection. Children were reminded and supported to wash their hands. Staff washed their hands often, role modelling for children and sharing the importance of good hygiene. This helped keep children safe and well.

Information about children was stored securely. Management were aware of their responsibilities to ensure confidential information was stored safely. This protected children's privacy.

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.

Quality indicator 3.1: Quality assurance and improvement are led well.

Throughout the inspection, management and staff engaged well and responded to advice and encouragement when suggestions were made. We found good relationships within the team, and management and staff were committed to the development of the service. The team worked well together to establish a shared vision to deliver the best outcomes for children and families. As a result, they were well placed to continually develop the service.

The views of children and families were regularly sought to inform the development of the service. Daily conversations with children and regular consultation enabled children to express their interests, likes, and dislikes. This was reflected in the way that the play environment was set up to take account of children's interests. This helped children feel valued and included in the service.

Management and staff regularly communicated with parents through online learning journals, emails, and daily chats. The service encouraged parental involvement through 'stay and play' sessions and 'PEEP' parent group sessions. This helped create positive relationships where children and families felt heard and respected. One parent commented, "Parents are regularly asked for feedback on the nursery service, through the Blether meetings. There is also the opportunity to provide feedback through the app and in person. Parents are regularly invited to join sessions at the nursery, such as Stay and Play, and the Peep sessions."

Staff reflected well on their practice, using the Care Inspectorate's 'Quality framework for daycare of children, childminding and school-aged childcare'. This gave them the opportunity to identify what was going well and what could be improved. Identified areas for improvement were recorded in a realistic and achievable improvement plan, which was regularly reviewed and evaluated. This supported the manager and staff to deliver high-quality care, play and learning, tailored to the needs of the children and families using the service.

Quality assurance processes, such as regular monitoring and self-evaluation, ensured any issues were quickly identified and improved. The manager and practitioners collaborated with each other to role-model good practice and reflect on the environment, children's experiences, and staff practice. This ensured positive outcomes for children and families.

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.

The staff team were warm, welcoming, and caring. This promoted a positive environment for children and families. The nursery was appropriately staffed, and staff were suitably deployed throughout the day to meet children's needs. Throughout the service, there was a focus on the children as individuals; this ensured that individuals' needs were consistently met. Staff worked well as a team, and their different skills and knowledge complemented each other. This resulted in positive interactions with the children. Parents told us about the positive aspects of children's experiences in the service, "All of them, nursery always think of fun and interesting ways to engage my child.", and "The staff are absolutely fantastic - consistently welcoming, happy, engaging and highly approachable."

Staff responded to children's requests. For example, staff supported children to make decisions about where they wanted to play. This meant that children could access the outdoors when they wanted to. To ensure children were safe as they moved between areas, staff positioned themselves appropriately to ensure maximum supervision. Staff communicated well with each other, transitions were planned, and children were familiar with the daily routine. This created an environment that promoted children's rights and helped keep them safe.

The management team effectively supported staff by spending regular time on the nursery floor. This helped to build positive working relationships and allowed time for staff to engage in professional discussions that enhanced the way they delivered children's care. Staff were happy, engaged, and shared tasks by working as a team. Staff who worked part-time passed on information before leaving, and they said goodbye to the children as they left. This ensured the day ran smoothly and that children were always aware of who was providing their care. A parent shared, "The nursery staff do an amazing job."

Arrangements were in place to promote continuity of care across the day. Staff breaks were well planned and supported by staff who provided lunchtime cover. This ensured minimal disruption to children's play, learning, and routine.

All staff members expressed that they felt well-supported by their management team and colleagues. One staff member shared, "My manager always supports my well being, she has an open door policy where I can talk to her about anything. She always has a good listening ear and makes me feel relaxed when speaking with her. We have termly well being chats but can go to her at any point." This supportive environment helped staff feel valued and clarified their roles and responsibilities, leading to positive outcomes for the children.

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

To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and help services to improve. We also investigate complaints about care services and can take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

You can also read more about our work online at www.careinspectorate.com

Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

Find us on Facebook

Twitter: @careinspect

Other languages and formats

This report is available in other languages and formats on request.

Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànain eile ma nithear iarrtas.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿਚ ਉਪਲਬਧ ਹੈ।

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.