Georgetown Nursery
Day Care of Children

Georgetown Primary School
Gillbrae Road
Dumfries
DG1 4EJ

Telephone: 01387 264 079

Type of inspection:
Unannounced

Completed on:
14 November 2023

Service provided by:
Dumfries & Galloway Council

Service provider number:
SP2003003501

Service no:
CS2003015483

About the service

Georgetown nursery may provide a care service to a maximum of 50 children not yet attending primary school at any one time.

The nursery is located in a residential area in Dumfries, within Dumfries and Galloway. The service is close to local shops, parks and other amenities. Children are accommodated in one large open plan playroom and an enclosed outdoor play space.

About the inspection

This was an unannounced inspection which took place on 13th and 14th November. 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 people using the service and three members of their family
- Gathered feedback from families by online questionnaires
- Spoke with staff and management
- Observed practice and daily life
- Reviewed documents

Key messages

- Children were supported by a team that was warm, nurturing and responsive to their needs.
- Children were having fun with their friends indoors and outdoors on the days of inspection.
- The team continue to develop the environment to spark children's curiosity and learning.
- The new manager was committed to supporting the nursery to improve in line with current best practice guidance, theory and legislation.
- The team effectively communicated with each other throughout the day to ensure the continuity of care 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?	4 - Good
How good is our setting?	4 - 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 made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant positive impact on children's experiences.

1.1 Nurturing care and support

On both days of inspection, children were happy, confident, and having fun with their friends and the team. We observed children experiencing warm, nurturing, and responsive care from staff which supported their health and wellbeing and promoted their sense of belonging.

Children's emotional wellbeing was promoted by kind and sensitive interactions from the staff. Children's views and emotions were acknowledged and responded to by a caring and empathetic team. This supported children to understand and express their emotions, as well as understand the emotions of their friends.

Children experienced a sociable lunchtime with peers as they could choose who they would like to sit beside. Children's independence and life skills were developing with opportunities to collect cutlery and cups while they waited for their hot meals to be served by staff. We agreed with the team's plans to further develop the mealtime experience for children. We made some suggestions to further enrich the mealtime experiences, such as:

- Staff sitting with children for the duration of the meal to engage in meaningful conversations.
- Expanding children's opportunities to self-serve their meals.
- Introducing rolling mealtimes to ensure children's play is not interrupted.

Food choices were nutritious and reflect current guidance, and water was available throughout the day to ensure children remained hydrated.

Children were cared for by a team who knew them and their individual personalities well. Personal care plans and one-page profiles were in place for each child. We saw evidence that they were updated with families. However, personal plans should continue to be developed and streamlined to ensure next steps and strategies for each individual child are clear and meaningful. Management should monitor children's profiles to ensure a consistent approach to recording achievements, evaluative observations and identifying next steps in learning.

We reviewed the nursery's procedures and consent forms and found the templates were in line with current good practice guidance. However, not all forms sampled were completed fully to give the appropriate details to administer medication in line with good practice guidance. We have requested the team develop health plans for children with emergency medications such as inhalers. We suggested the manager could further enhance monitoring and quality assurance processes by sampling completed consents and medication records to ensure a consistent approach across the team. We highlighted current best practice guidance 'Management of Medication in Day care and Childminding Services'.

Staff were aware of their roles and responsibilities to keep children safe. They had attended child protection training and knew how to address any concerns appropriately.

1.3 Play and learning

On both days of inspection, we observed children leading their play and learning as they could free flow between all spaces in the playrooms and outdoors. Children had formed strong relationships with staff and their peers.

We saw lots of creative and imaginative play emerging, supported by staff who were responsive to ideas and initiations of play. We observed staff use effective questioning to scaffold play and learning. For example, we observed a staff member extend children's thoughts and problem solving when creating rockets with the building blocks. The staff members played on the floor with the children and asked questions about what would make the rocket could fly, what fuel would it use and how could it land safely.

We suggested the team continue to develop play and learning opportunities available each day by focusing on children's interest, provocations, and experiences that spark children's curiosities. We highlighted 'Realising the ambition' as a tool to continue to build on existing knowledge and practice for intentional planning in the team. We suggested the manager, in partnership with the team, should revisit the principles of in-moment planning to enable them to continue to effectively embed the new practice into the nursery.

Observations and assessment of children's learning and development had been impacted by the removal of class DOJO. However, the team were working collaboratively to record achievements of children in their care through focus week recording sheets. The team should continue to embed this process and ensure next steps from observations and assessment are incorporated into the planning cycle.

Access to the local community continued to be developed by the team, staff had started to plan visits to the local library and shops. Stay and play session for families had been organised and delivered by the team. There were plans to further expand these opportunities as feedback from families had been positive.

How good is our setting? 4 - Good

We made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant positive impact on children's experiences.

We found the nursery was warm and welcoming for children, who confidently moved around the playroom and outdoors. Children had space to play together, alone or relax if they choose to do so. The space was well ventilated with natural light. There was a secure entry system in place which was monitored by staff, this supported children's safety when attending the nursery.

Free flow access between the indoors and enclosed outdoor space, except for lunchtime, enhanced children's abilities to lead their play and learning. Children were supported to engage in risk taking, problem-solving, and physical play in the outdoor area. We agreed with the service's plan to further enrich the outdoor space to ensure a fun and stimulating environment for children.

Children could lead their play as they could access most toys and equipment at their level in baskets and shelves. However, we agreed with the manager that the range of resources available should be reviewed and increased to ensure developmentally appropriate challenges for each area within the nursery. Natural, open ended materials were available to stimulate children's curiosity and extend their play. Loose parts play was also available throughout the environment.

Infection prevention and control measures were in place in line with current guidelines. Children and staff regularly washed their hands throughout the day. Toilets and changing areas were clean and accessible for children. The setting had an adequate supply of personal protective equipment which was stored appropriately.

How good is our leadership? 4 - Good

We made an evaluation of good for this quality indicator, as several important strengths, taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant positive impact on children's experiences.

Aspirations for the nursery were shared by all staff and supported by the new manager, depute head teacher and head teacher with the school, which showed us the service had good capacity for change. Any changes considered in the nursery were clearly linked to theory, good practice guidance and current legislation. The team continue to develop their approaches to self-evaluation and self-reflection to support a robust improvement cycle.

The team had recently reviewed the vision, values, and aims of the nursery. We observed the values of the nursery embedded into daily practice; this supported a positive environment for children. The team engaged well with the inspection process and were open to our suggestions and ideas for improvement.

The new manager of the service was visible, approachable, and passionate in their role. They promoted a culture of positive relationships and effective communication which further supported the nurturing ethos in the nursery. Staff and parents told us they felt confident speaking to the manager if they had any suggestions or concerns.

The manager, in partnership with staff, should continue to develop quality assurance processes which will support sustained improvements in the service and ensure positive outcomes for children. This should include further development of tracking and recording children's next steps, strategies and provocations. Additionally, further embed new planning approaches and measuring outcomes of children. We have also requested the manager include sampling of medication paperwork, personal plans, and risk assessments to the quality assurance calendar to ensure consistency and continuity across the team.

How good is our staff team? 5 - Very Good

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

Children were supported in a nursery that was appropriately staffed to meet their individual health, wellbeing, and safety needs. Staff engaged well in the inspection process. They were open and honest during discussions.

Children and their families benefited from a culture of respect and support within the team which resulted in a positive working environment. Staff told us they were proud to work in Georgetown nursery and enjoyed coming to work with the children.

Staff were highly committed to their champion roles in the nursery and talked passionately about supporting children to reach their full potential. Staff told us about the variety of training they had attended and the impact this had on their practice and experiences delivered to children. For example, one staff member told us about their introduction of communication aids to support children's ability to express their needs and wishes. We observed all staff use the communication boards on the playroom and children engaging with the aids. This supported children's right to have their voices listened to and respected.

Children experienced a kind, caring and nurturing setting as strong working relationships and effective communication had been established between the team, senior management, and families. We found staff worked well together within the playrooms. They were respectful in their interactions with each other, creating a positive ethos and role models for the children.

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.

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	4 - Good
1.3 Play and learning	4 - Good

How good is our setting?	4 - Good
2.2 Children experience high quality facilities	4 - 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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