Glenluce Nursery
Day Care of Children

Glenluce Primary School
Glenluce
Newton Stewart
DG8 0JE

Telephone: 01581 300 351

Type of inspection:
Unannounced

Completed on:
10 November 2022

Service provided by:
Dumfries & Galloway Council

Service provider number:
SP2003003501

Service no:
CS2003015486

About the service

The nursery is located within Glenluce Primary School in the village of Glenluce in Newton Stewart. The service is provided by Dumfries and Galloway Council. It is close to shops, local amenities, and bus routes.

The service is registered to:

1. Provide a care service to a maximum of 25 children not yet attending primary school at any one time. No more than 25 are aged two years to those not yet attending primary school full time, with no more than five aged two to under three.

2. During the operating times the service will have the exclusive use of one classroom, outdoor play area. The nursery shall have shared use of the school toilets. Following consultation between the school and the nursery management, the nursery may also have access to other rooms within Glenluce Primary School. These rooms shall be subject to a completed risk assessment prior to use.

About the inspection

This was an unannounced inspection which took place on 8 November 2022 between 11:15 and 17:00, and 9 November 2022 between 09:45 and 13:00. 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 people using the service and 16 of their family members
- spoke with management and staff
- observed practice and daily life
- reviewed documents

Key messages

- Children were happy and settled at the nursery.
- Children's rights were promoted by kind and caring staff.
- Children could access a wide range of toys and resources that supported their interests and helped them make progress in their learning.
- Management should continue with plans to develop quality assurance processes that will support improvements in the service.

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?	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? 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.

1.1 Nurturing care and support.

Children experienced warm and nurturing care from a friendly staff team who put them at the heart of the nursery. The positive relationships that staff had built showed children they mattered and were loved in the nursery.

Children's voices were respected in the nursery by the whole staff team. Staff were kind and respectful towards children, taking time to listen and respond to them. This helped children to feel secure and valued.

Children's wellbeing was supported through effective personal planning with them and their families. Children received consistent care, as information recorded in personal plans and learning journals ensured all staff in the nursery had the most up to date information to respond sensitively and compassionately to changes in children's lives. It was clear staff knew the children's likes, dislike and interests well, and used this to help influence their planning for the day. Children were supported to reach their full potential as children, families and staff regularly discussed achievements, next steps, and strategies for each individual child. We discussed ideas to streamline some of the information to help support the nurseries focus on sustainability and eco-friendly initiatives.

Children experienced positive snack and lunch experiences. They chose what they would like to eat, and 'snack helpers' assisted in the preparation of the snacks on offer, supporting life skills. Children and staff enjoyed eating lunch together and chatting about their day. This supported a lunch experience that was sociable, relaxed, and unhurried. Staff were attentive during lunch and they provided praise and support when required. Children were confident in the lunch routines and were able to self-serve their meals and clear up afterwards. One child told us they were recycling their yoghurt pots to help the planet. Food choices were nutritious and in line with current guidance. Water and milk were available during the session to ensure children remained hydrated.

Sensitive arrangements supported children's personal care. Staff were aware of children's individual needs and preferences and responded appropriately. The nursery had a nappy changing procedure in place which followed current good practice guidelines.

We sampled the nurseries medication policy and consent forms and found these were in line with current guidance. This promoted children's health and wellbeing.

Staff were aware of their roles and responsibilities to keep children safe. They had attended recent child protection training and knew how to address any concerns. We have suggested the service create a short, easy read version of the nursery's child protection policy for families.

1.3 Play and learning.

Children were meaningfully and actively involved in leading their play and learning through a balance of spontaneous and planned high quality experiences. This promoted children's choice and independence. Children were happy, confident, and immersed in their play. This told us that the activities planned were appropriate and linked to children's interests.

Creative approaches enriched children's play and learning outdoors - this was a real strength for the service, delivered by a knowledgeable staffing team. The resources and materials available had been developed in line with children's interests and suggestions, and there was a focus on sustainability to support the environment.

Children were learning about risks through a variety of play opportunities. They were confident at approaching staff for support, help and reassurance at appropriate times. This developed children's independence skills and supported them to learn about keeping themselves safe.

Children's creativity, curiosity and learning was promoted through staff's skilled observations and assessment of children. The day's activities and feedback from children was recorded in big books, which was used as an evaluation tool and helped scaffold interests. Staff worked in partnership with children to complete floor books, online learning journals and plan new activities. This showed children they mattered and involved them in their learning journey.

Families were welcomed into the service and supported to be a key partner in their children's nursery experience, for example through book bags, stay and play sessions, family campfires and visits to 'the Glen'.

How good is our setting? 5 - Very Good

Children experienced a setting that was clean, inviting and welcoming. The room had natural light and was well ventilated with open windows and doors. Children were confident moving around the room and free flowing between indoors and outdoors spaces. This showed us that children felt safe and secure in the nursery.

Children could lead their play - they could easily access toys and activities which were situated at their level. Storage boxes were labelled with pictures to further support children's independent choices. Children also had their own trays where they could store their own artwork. Children could then choose if they wanted to take work home or display in the nursery class. This gave children the message that they matter.

Natural, opened ended materials were available to stimulate children's curiosity and extended their play. Loose parts play was also available at a 'provocation table' and throughout the environment (provocations are resources or activities that promote thoughts, creativity and learning).

The outdoor environment was a particular strength of the service, and the staff team were proud to tell us about the improvements they had made. Play spaces and equipment were inviting and stimulating for children, there was space to relax in the chalet, dig and explore the environment, build, or engage in imaginative play. A good variety of natural materials enhanced children's curiosity, investigation and experimentation, which supported positive outcomes for children.

Children had the opportunity to engage in risk taking, problem-solving, working together and physical play in both the indoor and outdoor spaces. Risk assessments had been carried out and support measures put in place to reduce any risk. Maintenance procedures were in place to highlight any repairs required for the setting.

We were satisfied the service had the appropriate infection prevention and control measures in place. Children and staff washed their hands regularly throughout the day, and children could tell us why they must wash their hands before lunch. Toilets 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 evaluated this key question as good as several strengths, taken together, clearly outweighed areas for improvement.

3.1 Quality assurance and improvement are well led.

Aspirations for the nursery were shared by all staff and supported by the manager and head teacher at the school, which showed us the service had good capacity for change. All members of the team inputted into the improvement plan for the service and were committed to their roles and shared responsibilities for the process. Staff were motivated to continue improving the nursery for each individual child and had realistic targets on how to achieve these.

Staff were motivated about their roles and keen to support the service to develop and improve. Staff felt they worked well as a team to achieve high quality care and experiences for children in their care. Staff told us they felt they were listened to, their ideas for improvements were respected, and they were involved in the self-evaluation process. This supported a positive team ethos.

The manager, in partnership with the team should continue with plans to introduce a range of quality assurance and audit processes which will support the monitoring and impact of any developments. This should have a focus on positive outcomes for children. To support this, the team should continue with plans to utilise the quality inspection framework to carry out self-evaluation tasks.

The manager agreed to develop supervision and quality assurances, such as formal observations of staff practice, to support reflection on practice, and highlight any training needed for individual staff. Staff should continue to take responsibility for their own professional development in a way that supports positive outcomes for children.

The service regularly gathered feedback from children and their families which was used to plan the development and improvement of the service. However, we discussed further ideas to ensure feedback was meaningful and specific to the current improvement plans. Involving families at stay and play sessions.

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.

4.3 Staff deployment.

The nursery was appropriately staffed to meet children's individual health, wellbeing, and safety needs. Continuity of care and effective communication was promoted by the team and supported by the manager. This minimised the impact of staff breaks or unplanned absences for children during their time at nursery.

Staff where vigilant when children moved between indoors and outdoor play spaces, and were flexible in their deployment throughout the day. This allowed children to lead their play and engage in free flow opportunities whilst remaining safe. Staff communicated effectively with each other to ensure supervision levels were always appropriate.

Staff were highly committed to their roles, and they talked passionately about supporting children to reach their full potential. Staff worked well together as a team and their different skills and knowledge complimented one another and resulted in high quality interactions with children. We observed positive, respectful interactions which were mindful of children's rights and supported children to learn from the staff who were positive role models. For example, they used kind words and interacted respectfully with each other.

Children and their families experienced a welcoming, friendly, and caring setting. This was supported by good working relationships and effective communication between the team and manager. A focus on teamwork ensured care and support was consistent because people worked well together to identify achievements and next steps for the children in their care. Some of the comments from parents were:

"I feel the staff take the time to get to know each child individually and I think that makes their learning experience much better and makes the children more confident and comfortable".

"All the staff are so helpful and nothing is ever too much trouble".

Staff spoke positively about their roles and told us they felt listened to and able to share their ideas with colleagues and managers. This supported a positive ethos within the team and nursery as a whole.

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?	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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