Penninghame Nursery
Day Care of Children

Penninghame Primary School
Auchendoon Road
Newton Stewart
DG8 6HD

Telephone: 01671 402 386

Type of inspection:
Unannounced

Completed on:
29 September 2022

Service provided by:
Dumfries & Galloway Council

Service provider number:
SP2003003501

Service no:
CS2003015536

About the service

Penninghame nursery may provide a care service to a maximum of 65 children at any one time aged from 2 years to not yet attending primary school, of whom no more than 15 are under 3 years.

The nursery is located in a residential area in the town of Newton Stewart, Dumfries and Galloway. The service is close to the local school, shops, library and other amenities. Children are accommodated in two open plan playrooms and two outdoor play areas.

About the inspection

This was an unannounced inspection which took place on the 27 and 28 September 2022. 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 six members of their family.
- spoke with eight staff and management
- observed practice and daily life
- reviewed documents

Key messages

- Children were confident, happy and having fun at nursery with their friends.
- Children benefited from free flow access to the outdoor play areas.
- Staff were committed to their champion roles and keen to support children to reach their full potential.
- Staff promoted a positive team ethos and were respectful in their interactions with each other and the children.
- Management were visible and engaging with the children, their families and staff. They worked alongside the team to deliver high quality play experiences for children in their care.
- The service should continue to develop cosy spaces for children to relax.
- The service should continue to develop their storage and administration of medication procedures.

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 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 were happy and having fun on the day of inspection. We observed them playing with friends and engaging in a variety of stimulating activities both indoors and outdoors. Children were confident in the routine of the nursery and were able to show us where they hang their jackets, eat lunch and get a drink of water when they are thirsty.

Children enjoyed a relaxed, unhurried sociable lunch time experience with their friends and staff. Children's confidence and self-esteem was developed by independently undertaking tasks, such as helping set up the table for snack time or clearing away their own plates after lunch. Food choices were nutritious, reflected current guidance and supported healthy choices for children. Fresh water was available in the playroom throughout the day for children to remain hydrated.

Children had Personal Learning Plans (PLP) in place which were available to them and their families at all times. This supported the children to have ownership of their own PLPs as they could read and add to them at any time throughout their day. Information was gathered within care plans that supported meeting children's individual needs. Such as their likes, dislikes, interests and achievements. Children's learning was recorded then shared with parents through PLPs, floor books, e-learning journals, closed face book page, achievement certificates and face to face discussions with staff. The manager monitored children's PLPs and care plans to ensure a consistent approach to recording achievements and identifying next steps in learning. Families confirmed they appreciated all forms of communication from the nursery on their child's learning and development.

We sampled the Medication policy and consent forms. We highlighted that all medication stored within the nursery should be clearly labelled and all consent forms should be completed to ensure clear and concise details of dosage to be administered. Management should ensure medication is being monitored and audited in line with the current health guidance 'Management of Medication in Day care and Childminding Services'.

We sampled the nurseries safeguarding policy and found this to be in line with current guidance. Staff were aware of their roles and responsibilities in keeping children safe. They had recently attended child protection training and knew how to address any concerns.

1.3 Play and learning

Children were actively involved in leading their play and learning through a balance of spontaneous and planned high quality experiences that promoted children's choice and independence. Activities available indoors and outdoors supported children to explore their own ideas, build on their interests and creativity. On the day of inspections we observed children exploring music and dance, engaging in imaginative play, exploring their emotions with playdough, exploring the outdoors, researching and building the titanic using block and tools.

Staff used effective questioning to extend children's thinking and widen their skills. Children's ideas were listened to and respected by staff. Staff responded well to children's initiations of play and supported them to engage in risky play opportunities. For example we observed children safely playing with hammers, screws and pliers as well as balancing bikes on a ramp and tracks outdoors.

Children benefited from stimulating play experiences which helped develop their skills in language, literacy and numeracy. Children were supported to reach their full potential through targeted intervention and focused group work. For example; talk, listen, question and communication groups.

Children's physical and emotional wellbeing was promoted by a warm, friendly, and caring staffing team, who knew the children and their individual personalities well and used this knowledge to plan play and learning opportunities that would spark their curiosity. Staff encouraged turn taking and sharing.

Children accessed the community on a weekly basis through a variety of organised activities such as trips to the local shops, wellie waddles walks, book bug in the community, trips to the library and local café. The service invited family members to join them during community activities and outings, as well as organised stay and play sessions for families within the nursery setting. Families told us they appreciated the opportunities to play and explore their children's nursery environment.

How good is our setting? 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 experienced a setting that was clean, comfortably furnished and welcoming for the children. The room had natural light and was well ventilated with open windows and doors.

Children were confident moving around the play room and between the indoor and outdoor spaces. This showed us children felt safe and secure in the nursery environment. There was ample space for children to play and explore together or alone if they chose to do so. The service should continue to develop more cosy spaces within the playroom for children to relax if they wish.

Toys, resources and provocation were set up to meet the needs and interests of children attending. Children could lead their play as they could easily access toys and equipment as it was at their level and organised around the rooms and gardens. Natural, opened ended materials were available to stimulate children's curiosity and extended their play. Loose parts play was also supported by a variety of materials readily available for children indoors and outdoors.

Free flow access between the indoor and enclosed outdoor spaces further supported children's abilities to lead their play and learning. Children's health and wellbeing was supported with daily opportunities to engage in active and physical play such as climbing, running and cycling on bikes.

Infection prevention and control measures were in place in line with current guidelines and good practice guidance. Toilets were clean and accessible for children. The setting had an adequate supply of personal protective equipment which was stored appropriately. Touch point cleaning remained in place to reduce the spread of infection.

Risk assessments were in place for all areas and activities within the setting. Mitigation measures were well considered and realistic. Staff were working with children to understand the SHANARRI wellbeing indicators with a focus on Safe this term. Children were engaging in group activities with the Safe teddy when on their wellie waddles and playing with tools in the construction area.

How good is our leadership? 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 and their families benefited from a service which had a clear vision, values and aims that created a positive learning environment.

Staff were driven and motivated about their roles within the nursery. Staff we spoke to told us they worked well as a team to deliver high quality play and learning experiences for children in their care . Staff felt they were consulted with, listened to and their ideas for improvements were respected and responded to by line managers.

Aspirations for the nursery were shared by all staff, and supported by the manager and head teacher, this showed us the service had a very good capacity for change and improvement. All members of the team inputted into the improvement plan for the service and were committed to their role and shared responsibility for the process. The team evaluated their service against the "Quality framework for daycare of children, childminding and school aged childcare'. Improvement plans created were realistic and well considered.

The manager of the service was visible, friendly and approachable to children, their families and staff. This created a positive ethos which focused on relationships and effective communication. The manager was motivated, organised and passionate about delivering a high quality service to all children in her care.

Staff were encouraged to reflect on their practice in a meaningful way which supported sustained and continuous development for them as individuals and the service as a whole.

Staff engaged in team meetings, ongoing reflection sheets, peer assessment and personal development reviews annually with their manager. Staff were keen to undertake training available and were able to tell us how it impacted their practice and new ideas they had introduced to the setting.

The manager, in partnership with the team had introduced a range of quality assurance and audit processes which supported the monitoring and development of the service. These included floor books, online journals, self-evaluations tools and calendars, tracking systems, team meetings and questionnaires. The service also regularly gathered feedback from children and their families through working groups, question of the month, suggestion boxes and questionnaires. Feedback received was then used to plan future developments and improvements in the service.

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 and their families benefited from an evident ethos of respect within the team which resulted in a positive working environment. Staff told us they were happy to be at their work and spoke positively about developments and plans for the future. Staff were highly committed to their champion roles, and talked passionately about supporting children to reach their full potential.

Staff deployment ensured a consistency of care. Children's play, learning and lunches were not interrupted due to staff breaks. This included unexpected absences which were managed well by the manager, depute and room leader.

Staff where proactive in recognising when children moved between the play areas. They were flexible in their deployment throughout the day which meant children led their play and engaged in free flow opportunities whilst remaining safe. Staff made good use of radios to support children's care and communicated with each other when outdoors. The room leader, depute and manager undertook ongoing assessments and redeployment of staff to ensure children's health and safety were met.

Supervision and quality assurances in place allowed time for reflection on practice, skills and training needs. Staff received feedback from the manager at regularly periods, with training opportunities being made available if required. Staff also took responsibility for their own professional development and embraced any new opportunities to learn and embed this into their practice.

What the service has done to meet any areas for improvement we made at or since the last inspection

Areas for improvement

Previous area for improvement 1

The manager and staff should review children's personal plans to ensure they are reflective of current health, welfare and safety needs. Plans should clearly outline how the service will support individual children and should identify any next steps in learning. Plans should be reviewed with parents within a six monthly period, or before if required.

This is to ensure that care and support is consistent with the Health and Social Care standards which state that: 'My personal plan is right for me because it sets out how my needs will be met, as well as my wishes and choices' (HSCS 1.15).

This area for improvement was made on 22 November 2019.

Action taken since then

The service had personal plans in place for every child attending the service which were reviewed regularly. Next steps were clearly identified. Quality assurance processed were in place to ensure a consistent approach to care planning.

Previous area for improvement 2

The manager should ensure all staff, including early years support assistants are provided with the opportunity to discuss service improvements by attending staff meetings. This will ensure all staff feel listened to, valued and respected.

This is to ensure that the service is consistent with the Health and Social Care Standards which state that: 'I experience care and support where all people are respected and valued' (HSCS 4.3)

This area for improvement was made on 22 November 2019.

Action taken since then

Staff attend weekly team meetings and are actively involved in developing the nurseries improvement plan.

Previous area for improvement 3

The manager and staff should enhance their knowledge and skills by sourcing appropriate training or undertaking self-directed study on promoting positive behaviour and understanding Adverse Childhood Experiences (ACES).

This is to ensure that the service is consistent with the Health and Social Care Standards which state that: 'I experience high quality care and support because people have the necessary information and resources' (HSCS 4.27) and 'I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational code' (HSCS 3.14).

This area for improvement was made on 22 November 2019.

Action taken since then

Staff had attended a variety of training opportunities that supported their knowledge, understanding and practice with a focus on safeguarding children, promoting positive behaviour and adverse childhood experiences.

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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