Wallacestone Primary School Nursery
Day Care of Children

Braemar Gardens
Brightons
Falkirk
FK2 0JB

Telephone: 01324 506760

Type of inspection:
Unannounced

Completed on:
31 January 2019

Service provided by:
Falkirk Council

Service provider number:
SP2004006884

Service no:
CS2003015569

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About the service

The Care Inspectorate regulates care services in Scotland. Information about all care services can be found on our website at www.careinspectorate.com

This service was previously registered with the Care Commission and transferred its registration to the Care Inspectorate on 1 April 2011.

Wallacestone Primary School Nursery is registered to provide a care service to a maximum of 80 children aged from 3 years to those not yet attending primary school. The provider is Falkirk Council.

The service is part of Wallacestone Primary School in Falkirk and operates from a separate building within the school grounds. Within the nursery building, children have access to two dedicated entry areas, two large playrooms and a smaller room for quiet activities. A kitchen area is available for the preparation of snacks and other activities. Toilet facilities are accessible to the side of the playrooms. In addition to a garden area, children also have regular access to the school gym hall and outside trim trail for physical and active play.

The aims of the service as stated in the nursery handbook included:

"We aim to establish and promote a mutually supportive partnership to make your child's time in our nursery class a time of maximum benefit.

"We also aim to provide a happy and secure environment for our nursery children."

We check services are meeting the principles of Getting it right for every child (also known as GIRFEC). This is Scotland's national approach to improving outcomes and wellbeing for children by offering the right help at the right time from the right people. It supports them and their parent(s) to work with the services that can help them. There are eight wellbeing indicators at the heart of GIRFEC. They are: safe, healthy, achieving, nurtured, active, respected, responsible and included. They are often referred to as the SHANARRI wellbeing indicators.

What people told us

Throughout the inspection children were happy, relaxed and confident in the nursery setting. They were having fun and remained busy exploring the activities and experiences available.

Children spoke to us with ease, telling us about their nursery and inviting us to join in their games. This further demonstrated their feeling of security and ownership of the nursery. Their comments included:

"I done drawing."
"I really love drawing."
"I like to go out when it's warm."
"I like to play in the new sand."

Once child told us about planting and commented: "Do you know carrots make you see."

When asked about staff, children smiled and told us they were "nice" and "they have nice hair and wear nice shirts."

We sent 30 care standards questionnaires (CSQs) to the service to distribute to parents and carers of children who attended the service. 15 were completed and returned to us before the inspection visit. In the returned questionnaires, 10 parents "strongly agreed" and five "agreed" that overall they were happy with the quality of care their children received in the service. Parents' written comments included:

"My children really enjoy their time at nursery and I am really impressed with the care, attention and learning opportunities that the staff offer. I always get the impression that the team work so well together and work hard to provide such a stimulating environment."

"My daughter is thoroughly enjoying her time at Wallacestone. I don't think there is a day she is not outside and I love that she gets a chance to explore and get mucky."

"Our child's key worker has been exceptional ... and shows real warmth and care for her."

Some parents made very positive comments about staff and how they had specifically helped their child.

During the inspection, we spoke to two parents. These parents made positive comments about staffing, relationships, communication and information sharing.

Self assessment

The service had not been asked to complete a self assessment in advance of the inspection.

We looked at their improvement plan which demonstrated their priorities for development and how they were monitoring the quality of the provision within the service.

From this inspection we graded this service as:

Quality of care and support	5 - Very Good
Quality of environment	not assessed
Quality of staffing	5 - Very Good
Quality of management and leadership	not assessed

What the service does well

As children arrived they were warmly welcomed and given time to chat, share their news and settle at their own pace. Staff respectfully listened to them, showing genuine interest. This demonstrated respect and value of children's thoughts and contributions. Positive interactions with staff and each other demonstrated children's feeling of belonging, security and being well cared for in the nursery environment. As children approached specific staff looking for comfort we could see positive attachments forming. Staff members' nurturing practice and consistent praise and encouragement promoted children's inclusion, self-esteem and motivation as they learned and developed new skills.

Children's emotional wellbeing and resilience was supported through a range of experiences and nurturing interactions. This included quiet and cosy areas where they could be alone and spend time resting and relaxing with friends and staff.

Staff knew the children very well and developed a sound understanding of their individual development and needs. Working with parents, and other professionals, to implement specific strategies supported children's continuous achievements and ongoing development. Staff gathered important information that would help them to provide the right level of care and identify where additional support was needed.

Staff skilfully used their knowledge of children when planning daily activities and experiences. The level of children's involvement in planning and making individual choices promoted sustained interest and learning. Also, encouraging children to take ownership of their time in nursery promoted pride, responsibility and self led play and learning.

Free flow access to all the outside areas gave children choice, promoting independence and physical and energetic play. Children enjoyed a variety of experiences outside encouraging exploration, challenge and discovery.

The snack experience further promoted children's health and social skills. Healthy snacks remained available throughout the session with children choosing when they wanted to eat. As groups of children sat together, they chatted and had fun talking about themselves, their family and what they had been playing with. This experience promoted inclusion and new friendships.

Children were successfully encouraged to work together to resolve conflict and disputes in a calm manner. Staff intervention was sensitive, supporting children to develop caring attitudes and an understanding of each other's feelings. This further promoted responsibility, friendships, independence and valuable life skills.

What the service could do better

Natural and creative play opportunities were developing well. We spoke to staff about how this could be enhanced in different areas of the nursery and shared professional documents to support this. For example, My Creative Journey and the Loose Parts Play toolkit. These documents can be found on The Hub section of our website.

Children enjoyed a wide variety of toys, games, activities and experiences. Consideration should now be given to developing opportunities to promote real life experiences, for example in the house area.

The staff team worked well together to ensure positive outcomes for children and took pride in their daily roles. They confidently researched new and updated practice. To support individual learning and professional development, consideration could now be given to further promoting leadership skills. This could include access to the Scottish Social Services Council (SSSC) Step into Leadership pathway online resource. More information can be found on the SSSC website.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com

What the service has done to meet any requirements we made at or since the last inspection

Previous requirements

There are no outstanding requirements.

What the service has done to meet any recommendations we made at or since the last inspection

Previous recommendations

There are no outstanding recommendations.

Inspection and grading history

Date	Type	Gradings	
15 Mar 2016	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 5 - Very good 5 - Very good

Date	Type	Gradings	
13 Dec 2012	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 5 - Very good 5 - Very good
23 Feb 2012	Re-grade	Care and support Environment Staffing Management and leadership	Not assessed Not assessed Not assessed 1 - Unsatisfactory
2 Apr 2009	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 5 - Very good 5 - Very good

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