St. Mary's RC Primary School Nursery
Day Care of Children

Gauze Road
Bo'ness
EH51 9QB

Telephone: 01506 778 380

Type of inspection:
Unannounced

Completed on:
15 February 2024

Service provided by:
Falkirk Council

Service provider number:
SP2004006884

Service no:
CS2003015576

About the service

St. Marys' RC Primary School Nursery is a day care of children service provided by Falkirk Council. They are registered to provide a care service to a maximum of 40 children aged three years to those not yet attending primary school.

The service is provided within St. Mary's RC Primary School in Bo'ness. Facilities are on one level and include a cloakroom, play areas, garden, kitchen and toilet facilities. They have access to the school gym.

About the inspection

This was an unannounced inspection which took place on Wednesday 14 February 2024 between 09:00 and 16:00. We completed the inspection on Thursday 15 February between 09:00 and 12:00 after which we gave feedback.

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, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:
- spoke with four children and three of their parent/carers. We also received 9 completed electronic questionnaires from parents/carers
- spoke with six staff and management
- observed practice and how children's routine and play and learning was supported.
- reviewed documents.

Key messages

•Children's emotional well-being was supported as they were cared for in an inclusive and supportive way as a culture of respect is embedded in practice.

• Children could lead their play and were supported to participate in a range of stimulating activities.

• Quality assurance was effectively used to support the development of the service.

• The management and staff team work very well together and have a shared vision for the service.

• Positive relationships with parents and carers meant effective partnership working was well established.

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, where major strengths impacted on positive outcomes for children.

Quality Indicator 1.1: Nurturing care and support

The positive ethos within the service meant that a culture of respect and inclusiveness was embedded in practice. As children experienced positive interactions from staff they had formed close attachments with them. They benefitted from their nursery experience as we saw how cuddles and affection supported their emotional well-being. As children played, it was evident they had developed nice friendships with each other. They had a sense of belonging as they felt welcomed, valued and safe in the setting. Parent's shared "Staff seem very nurturing, inclusive and helpful. When I ask my child about nursery and teachers she speaks highly of them and her experience."

Staff recognised the importance of partnership working and used home visits well to help build relationships with families. These enabled information to be shared which helped staff get to know children and plan for their care. Children benefitted from a tailored settling in process as their needs were catered for. Parent's confirmed "Home visit was very good. I brought in comforters and staff had a game they had at the visit so it was familiar to (child's name)."

'What matters to me' documentation contained detailed information that was effectively used to support children. Staff had identified and used effective techniques to meet the needs of children. Staff understood the importance of going at children's pace and with patient, nurturing and responsive interactions. As a result, they were making progress in their learning and development. We asked staff to ensure that documents were dated as this helps monitor children's progress. Parent's shared "Staff are great at addressing each child's different needs. I feel like they really know my child and care about his happiness, well-being and development."

Effective communication with families and other professionals meant partnership working with parents and other agencies was well established. Regular meetings enabled children's progress and development to be reviewed with 'next steps' identified. As a result, staff talked knowledgably about the needs of children and how they were supported and met. This meant children experienced a consistent approach to their care. One parent said "In a short time, staff have gotten to know my child really well."

Children had a positive snack and meal time experience as they were fully involved in this routine. Staff encouraged them to learn life skills as they helped prepare food. We saw that children had developed confidence in their abilities as they served themselves and tidied up when they were finished. They benefitted from and enjoyed the social aspect of meal times as they chatted with friends and staff.

Quality Indicator 1.3: Play and learning

Children benefitted from a well organised environment where a range of activities supported their development and interests. This enabled children to lead their play both indoors and outdoors. Open ended resources helped children use their imagination, curiosity and investigation. As staff responded positively to them, children talked about their learning and shared ideas for developing their play. As a result, they learned to problem solve which extended their play. We saw children were busy, had fun and spent long

periods of time at activities. During their play children said "That's soup. It's brown." And "I like the brick corner. I like to play at the books. I liked it when I got to build my car woodworking."

Direct access to the outdoor area and wider community meant children had opportunities to play in the natural environment. Children learned about seasons, were enabled to take risk in their play and developed life skills as they followed instructions. They learned about their community as they benefitted from real life experiences. For example, buying food for snack at the local shop.

Staff responded to children's interests and provided resources to support their learning. Their enthusiasm meant children felt listened to and valued as staff supported their choices. Opportunities to develop literacy and numeracy were included in all activities.

Observation and review ensured children's progress, development and learning was well monitored. Along with parents, staff identified 'next steps' which ensured children's continued progression was supported. To help children have positive outcomes, we suggested that in some instances, examples of how 'next steps' could be achieved should be detailed. Parent's shared "We feel very involved in our child's learning and development. We receive regular updates, both when we are present in the nursery, and also through the Seesaw app. In addition to daily face to face catch ups, the app is a lovely way to stay connected and a great stimulus for discussing our child's day with him. The team are always very encouraging of anything we are doing with our child at home too. We enjoy sharing at home activities and events with them, as does our child."

How good is our setting? 5 - Very Good

We evaluated this key question as very good, where major strengths impacted on positive outcomes for children.

Quality indicator 2.2 - Children experience high quality facilities.

Staff had created a safe, welcoming and well organised environment which was inviting and supported children's learning and development. Cosy areas were available which ensured they could also have quiet time to rest if they wanted to. We saw that children had positive experiences as they influenced the pace of their day as staff listened to them and supported their choices.

Resources and toys were arranged so that children could choose what they wanted to do. The layout meant children had space to develop their games and play as they could move resources around. Parents said "The setting seems to be zoned very well, providing opportunity for a wide range of play, with a homely feel. The various areas and resources are adapted regularly to suit different times of the year/seasons and are also responsive to the children's interests. This often makes us smile as the ideas are very creative and inventive."

Children benefitted from direct access to enclosed, outdoor area for play. Large equipment, and open ended resources offered children a variety of play experiences. Playing in the natural environment, promoted their well-being as they benefitted from fresh air and exercise.

We were satisfied that the environment was well ventilated, hand washing promoted and regular cleaning took place. These measures were effective at minimising the spread of infection. Risk assessments and daily checks were used well to achieve and maintain a safe environment .

Staff were security conscious as they ensured they accounted for children throughout the day. Safety measures included a secure door entry system and high locks on doors. These kept children safe as staff knew who were in the building and prevented children from leaving the playroom. We were satisfied that children's information was safely stored.

How good is our leadership? 5 - Very Good

We evaluated this key question as very good, where major strengths impacted on positive outcomes for children.

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

Children benefitted from a management and staff team who were committed to providing a quality service. There was a clear focus on self-evaluation and quality assurance which had resulted in a shared vision for the development of the service. They recognised the importance of embedding initiatives into practice. For example, they were continuing to develop 'Marvellous mealtimes' for children by improving facilities within the setting. This would build on current practice as more opportunities for children's involvement in the preparation of meals would be created.

Regular reviews and audits meant that practice and the work of the service was effectively monitored. For example, ensuring all information was recorded in personal plans. We asked the manager to update records when staff completed the actions they had been asked to take.

Opportunities were in place that supported parents' and children's views to be gathered. Children's voice was captured in floor books, learning journals and planning which were used to support their interests and extend learning. Parents and carers were routinely involved in the work of the service and their children's care. This meant they felt valued and knew their opinions mattered. Parents shared "As a parent, we feel like we are on the same team, and working together for the best for our child. This is such a lovely thing to experience - especially as first time parents. We feel very supported by the leadership."

To support the improvement agenda, staff had leadership roles. They used their learning to provide experiences for children. Initiatives were evaluated and changed to ensure children benefitted from them. For example, they recognised that using familiar stories would help children learn how a story was compiled before moving on to making up their own. They should continue to develop evaluation so outcomes are measured.

Opportunities to talk about their work as a team and individually helped staff share information about the provision. They valued peer support which helped, for example, to develop a consistent approach for writing children's reviews. As a result, staff felt they worked well together as they shared skills and knowledge to support each other.

How good is our staff team? 5 - Very Good

We evaluated this key question as very good, where major strengths impacted on positive outcomes for children.

Quality Indicator 4.3 - Staff deployment

Children benefitted from a range of staff skills and experience. They were committed and enthusiastic in

their role which meant children were supported in their learning and development. Staff talked knowledgeably about children's individual needs, next steps and how they were being met.

Staff were well deployed throughout the service which ensured children benefited from their nursery experience. Staff were mindful of the nursery layout and ensured someone was in each area. They communicated effectively with each other when they or children moved between areas. The pattern of staff attendance had been considered to promote continuity of care. As a result, children were supported throughout the day.

At busier times, staff ensured they supervised the entrance area at pick up times. Transitions were well managed which enabled children to use school facilities. For example, going to the gym for physical activities and games.

Daily opportunities to share information and knowledge enabled staff to reflect on their practice. As they worked together, they responded to children's needs in a consistent way. As a result, children received high quality play and learning opportunities from a committed team.

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.