Callander Primary School Nursery
Day Care of Children

McLaren High School
Mollands Road
Callander
FK17 8JH

Telephone: 01877 331 576

Type of inspection:
Unannounced

Completed on:
16 June 2022

Service provided by:
Stirling Council

Service provider number:
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Service no:
CS2003015597

About the service

Callander Primary School Nursery is a daycare of children service. It is registered to provide to a maximum of 58 children aged from two years to those not yet attending primary school. It is accommodated in a separate building within the grounds of McLaren High School. It has an office and reception area, one large main playroom, cloakroom areas and three additional multi-use rooms. There are two enclosed outdoor areas, one of which is directly accessed from the playroom. Children have opportunities for outings within the community to local shops, parks and woodlands.

About the inspection

This was an unannounced inspection which took place on 14 June 2022. 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 nine children using the service and and three of their parents
- spoke with staff and management
- observed practice and daily life
- reviewed documents
- spoke with visiting professionals.

Key messages

Staff were warm, caring and nurturing and interacted calmly and respectfully with children.

Partnership working supported children and their families.

Children were developing curiosity, imagination and problem solving through their play experiences.

Children experienced a high quality environment.

The service had a culture of continuous improvement involving families and staff.

Staff were deployed to support positive experiences 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?	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

QI 1.1 Nurturing care and support

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

Children were happy and had fun in a caring, warm and nurturing environment. They were made to feel included by staff who were calm, respectful and skilled in building trusting relationships. Staff and children chatted and laughed together, and this contributed to children feeling valued and having a sense of belonging.

Children enjoyed healthy snacks and meals which reflected current guidance. There were opportunities for children to be independent and develop skills as they prepared food and made choices. We discussed ways to develop this further and enhance a calm nurturing experience with a focus on interactions.

Effective personal planning supported children's wellbeing and was reviewed regularly. Medication required was well managed. Staff knew children well and built confidence by supporting them in a caring and responsive way.

A strong commitment to partnership working supported children and their families well. For example, staff had worked closely with a speech and language therapist to create a communication friendly environment. Consistent approaches, such as using pictorial symbols, Makaton signing and giving children time to respond helped children to feel included and supported in their development. Parents' comments included, "Nursery have been very supportive and have communicated really well with us. We see such a difference in our child".

QI 1.3 Play and learning

Play and learning experiences were supporting children to achieve. Staff spoke confidently about children's interests and how they promoted their development. A selection of resources and opportunities challenged children's thinking and encouraged them to solve problems. Children had fun investigating and experimenting. They developed curiosity as they explored sensory play with materials such as sand and water and excitedly told us, "I love mixing. I'm making a cake".

Staff interacted skilfully during play asking meaningful questions which stimulated children's curiosity and problem solving. They extended children's interests in spontaneous and responsive ways and celebrated their successes and achievements enthusiastically with them. This helped children to feel supported and valued.

Children were able to revisit their learning within their learning journals. This was because they successfully captured observations of children's interests and progress and identified next steps in learning. Children were encouraged to contribute to them and enjoyed sharing them. Learning journals were shared regularly with parents who said "The online learning journals are wonderful. I love to see what my child has been up to and share some of his home life that way too". We discussed ways in which to further extend parents engagement with them.

Planning approaches were child centred and helped children to progress. Children's thoughts were evidenced in floor books and wall displays, helping children to feel empowered and involved in planning their play and learning. Staff were developing this approach further to extend and deepen children's learning.

How good is our setting? 5 - Very Good

Q.I 2.2 Children experience high quality facilities

We found major strengths in supporting positive outcomes for children, with very few areas for improvement, therefore we evaluated this key question as very good.

Children benefitted from an inviting and welcoming environment with a calm atmosphere. A range of high quality resources, thoughtfully laid out, supported children's needs and play experiences. The playroom was bright, spacious and well ventilated. Small, homely areas allowed children to relax and feel safe. Larger spaces provided opportunities for playing in groups, allowing children to be social and learn about negotiating.

Children had direct access to an outdoor area and were encouraged to make decisions throughout the day about where they wanted to play. A variety of sensory experiences supported children's curiosity. Children also learned about caring for living things such as growing their own fruit and vegetables. Through self-evaluation staff had identified a need to increase opportunities for energetic play to support children's physical development. We also discussed extending resources to encourage children to be imaginative and creative outdoors.

Staff communicated well to ensure children were supported. A range of measures including risk assessments were in place to ensure children were kept safe. We discussed ways of involving children in risk assessment to enhance their understanding and learning.

Children had opportunities to be included in their community through outings to local shops and parks. They visited nearby woodland where they learned about nature and developed curiosity. Staff described plans for increasing outings. Parents commented, "It will be really nice to be involved in things which give a sense of community". Outings which involve parents and carers will help to increase opportunities for learning together.

Children benefitted from a clean and well organised nursery. Staff understood their roles in maintaining hygiene such as supporting children to wash their hands at appropriate times and following cleaning routines. This helped to ensure a safe environment to keep children healthy.

How good is our leadership? 5 - Very Good

Q.I 3.1 Quality assurance and improvement are led well

We found significant strengths in supporting positive outcomes for children, with very few areas for improvement, therefore we evaluated this key question as very good.

Managers and staff had a clear vision for the service which was shared by children and families. A positive ethos encouraged staff, children and parents to feel confident in taking shared responsibility for change. They felt valued and well supported by managers.

Staff spoke enthusiastically about their leadership roles and how they had positively influenced outcomes for children and families. For example, developing skills in supporting communication and sharing ideas with parents had helped children to gain confidence and make good progress.

Children and families benefitted from a culture of continuous improvement. Their views were valued and sought to support development of the service. Families were consulted on a range of aspects and their views impacted on positive improvements to meet families' individual needs. For example, feedback from questionnaires had highlighted that some parents would like to be more involved in the nursery and in family learning sessions. To enable them to feel valued the service had taken steps to make more opportunities available.

Successes and achievements were communicated to families strengthening partnership working that met children's needs. One parent said, "Big achievements are always fed back at handovers". All parents we spoke with felt very well supported by the service.

Effective policies, procedures and quality assurance processes were in place to support the development and improvement of the service. Managers and staff were reflective, with a commitment to self-evaluation, which was evident in their responsive and planned approaches. This helped to provide positive outcomes for children and families.

How good is our staff team? 5 - Very Good

Q.I 4.3 Staff deployment

We found significant strengths in supporting positive outcomes for children, with very few areas for improvement, therefore we evaluated this key question as very good.

Staff were deployed in a way that ensured children had positive experiences across the day. The staff team communicated well to meet children's needs and effective teamwork ensured that children were well supported. To ensure children's wellbeing and safety, daily transitions had been reviewed to improve arrival and departure arrangements and allow staff to communicate with parents.

Staff absence is managed to ensure that children continue to experience quality care. Children and parents are informed of changes in staffing and this helps to establish relationships and build confidence and security.

Staff had a mixture of skills, knowledge and expertise and offered support to each other where needed. Staff were good role models to both temporary and new staff who were given guidance and support. The management team were visible working alongside staff and played a key role in promoting good practice. Having the necessary information and skills ensured children received high quality care and support.

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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