Park Drive Nursery
Day Care of Children

Park Drive
Bannockburn
Stirling
FK7 0EH

Telephone: 01786 816 766

Type of inspection:
Unannounced

Completed on:
12 September 2023

Service provided by:
Stirling Council

Service provider number:
SP2003002689

Service no:
CS2003015600

About the service

Park Drive Nursery is a Stirling Council day care of children service situated in Bannockburn, Stirling. It is registered to provide a care service to a maximum of 23 children aged from birth to under three years and 64 children aged from three years to not yet attending primary school.

There is a 0-2 playroom, a family room and children aged two to five are cared for in a large open plan playroom. The youngest children have access to a separate area within the large rear garden. The older children have direct access to the rear garden. The service is close to local amenities such as shops, library and bus service.

About the inspection

This was an unannounced inspection which took place on Monday 11 September 2023 between 08:30 and 17:00 and Tuesday 12 September 2023 between 08:30 and 15:30. 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:

- spent time with the children using the service
- spoke with or received emails from 13 of their family members
- spoke with staff members and management
- observed practice and daily life
- reviewed documents.

Key messages

• Children experienced care and support which was tailored to their individual needs.

• Well-developed spaces and a wide range of resources enabled children to lead their own learning.

• Children's voice was respected by all staff and was listened to.

• Children benefitted from a staff team that were passionate, enthusiastic and committed to providing very high quality care.

• Strong, meaningful embedded links with the local community were improving outcomes for children and families.

• A knowledgeable, reflective staff team were flexible in supporting each other to ensure children's needs were met.

• Robust quality assurance and self-evaluation led to improved outcomes for children.

• The staff should continue with their plans to invite parents into the building at the start and end of children's sessions.

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

Quality Indicator 1.1: Nurturing care and support

Children experienced nurturing and compassionate care. Interactions between children and staff were respectful, supporting children to feel safe and well cared for. One parent told us, "All staff are very attentive and nurturing". This meant children felt valued.

Children were provided with comfort and reassurance which contributed to positive relationships being formed and supported them to feel loved. Strong attachments with staff contributed to children remaining very happy and relaxed in the service. Staff were in tune to children and their needs, responding to children's requests and picking up on their cues. As a result, children felt listened to and respected.

Children's personal plans were completed in partnership with parents and included a home visit. One parent told us, "The settling in process was very welcoming and nurturing. All staff ensured they got to know my little one and our family". This meant that staff valued parents' insight into their children and used this to plan experiences that children enjoyed and found comforting. By reviewing the plans frequently with parents, staff could effectively respond to children's changing needs. Staff took pride in sharing the significant developmental progress children had made, which highlighted the successes of the supports in place.

Homely, beautiful spaces where children could rest, relax and spend time alone further supported their emotional wellbeing. Children were free to explore areas with low lighting and interesting resources which allowed them to explore using all of their senses. Children were respected and given space and time if they were tired. As a result, children's emotional well-being was very well considered.

Mealtimes were a very positive and social experience. Children were given time to enjoy their snack or lunch with others. They were able to choose when and where they would like to eat. Some children chose to eat outside and others inside. Mealtime experiences in all rooms were calm, unhurried and social. Staff sat with children for most of the time, taking part in meaningful conversations. This meant children were developing a healthy relationship with food.

We encouraged the service to build on opportunities for children to develop their independence skills at mealtimes. Such as setting the table or washing the plates off after they finished. This would further support children's developing independence.

Robust systems for recording medication were in place, including parental permissions, storage information and records of administration. Medications were reviewed regularly and effective audit systems ensured consistency. This meant children's individual medical needs were fully considered.

Quality Indicator 1.3: Play and learning

Children were meaningfully engaged in their play throughout the entire session. The environment supported children to lead their play and independently select resources of their choice. For example, loose parts, playdough and a variety of natural materials were available inside and outside. As a result, children's creativity and curiosity were promoted as they were able to develop their problem solving, creativity and imagination.

Staff skilfully listened to children's many voices. There was a deep understanding that all behaviour is a form of communication. This was captured by staff in meaningful displays and in children's electronic learning journals. This showed children were valued and respected.

Staff responded quickly and calmly to children's individual needs and requests. They interacted with children at their level and always used a calm, reassuring voice. This demonstrated to children that they mattered and promoted their sense of security and belonging.

Planning approaches were child centred with children being actively involved in planning. Displays were used effectively to celebrate children's learning and achievements. For example, children's curiosities were captured on interesting, interactive displays which celebrated their own learning journey. This gave a strong sense to children that they mattered.

Embedded approaches to supporting children's developing numeracy and literacy were in place and impacting positively on children's learning. Staff knew children well and all children had identified next steps in their learning. As a result, children were supported to reach their full potential.

Meaningful links with the local community were improving outcomes for children and families. For example, the children regularly visited a care home and residents regularly visited the nursery. Children and residents spoke positively about this experience and the positive impact that it had on all. This supported children to feel part of their local community.

How good is our setting? 5 - Very Good

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

Quality Indicator 2.2: Children experience high quality facilities

Children had access to resources that were clean, well-organised, which encouraged exploration, enquiry and fun. The indoor and outdoor spaces for all age groups of children were very well considered to include a variety of interesting, open ended and natural resources. The dedicated staff team ensured that areas were well developed, set up and supported children to lead their own learning. As a result, children were enabled to explore opportunities which promoted and challenged their curiosity and imagination.

The reception area was well organised to make children feel welcome. Key information about the service was displayed to help parents feel well informed and included. The setting had thought about all spaces to ensure that parents and families had areas to use in the setting as well. We encouraged the service to continue with their plans to invite parents in at the beginning and the end of their child's session. This would further support building on already positive relationships with children and families.

The staff had given careful consideration to the environment to ensure that resources were well presented and inviting to children. For example, beautiful, homely spaces had been developed in both rooms. The environment was developed based on feedback from the children and they were actively involved and developing these spaces. This showed children that they mattered.

Spaces reflected children's current interests and curiosities. For example, some children had shown an interest in measuring. Staff ensured that appropriate resources were available to children to further explore this interest. The use of attractive displays to promote discussion, exploration and to celebrate children's own work, encouraged children to re-visit their learning experiences.

Infection prevention and control practices were mostly embedded across the service. Children and staff were seen regularly washing their hands, in line with good practice. One of the nappy changing mats were torn on the day of inspection. We shared this with the service and they took action to fix this immediately. This would further ensure that the risk of the potential spread of infection is minimised.

Risk assessments were in place and regularly reviewed which effectively highlighted hazards and appropriate actions to minimise potential risks to children and staff. Children benefitted from a risk benefit approach from the staff team which valued meaningful real life experiences such has using real tools and sitting around a fire. As a result, children were developing an awareness of how to keep themselves and others safe.

How good is our leadership? 5 - Very Good

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

Quality Indicator 3.1: Quality assurance and improvement are led well

The passionate and enthusiastic team were committed to delivering high quality experiences for children and families. There was a shared vision amongst the staff team which valued nurture and recognised each individual child's potential. We saw practice that reflected this vision. For example, the staff team were caring and kind in all of their interactions with children. As a result, children experienced nurturing, supportive care.

The dedicated team were guided by the values of the service. For example, all improvements and new policies started first with the values of the service. This resulted in improvements which put children at the centre.

Very good communication was embedded throughout the team, which ensured consistent approaches and a shared understanding of the priorities of the service. One parent told us, "All management and senior management staff are very friendly and approachable. I can see they work well together and are confident in their role. All seem to have great communication skills". As a result, children experienced a service that continued to improve.

The current improvement plan was targeted and focused on outcomes for children. Children and staff played a key role in leading improvements in the setting. The staff had effectively improved the quality of transitions for children moving from nursery to primary school. This was done through a measured, planned approach and was thoroughly evaluated. As a result, improvements in the setting were having a positive impact on experiences for children.

Robust self-evaluation and quality assurance processes were leading to improved outcomes for children. Children, families and staff were regularly involved in giving feedback about the service and suggestions on how it could be improved. A reflective team continued to use a range of methods to reflect on and improve their practice. As a result, children consistently experienced high quality care.

The aspirational goals of the team to provide high quality outcomes for children meant that they were reflective of the needs of families and children. The team supported each other in a true shared leadership approach. As a result, the team provided high quality play experiences and positive outcomes for children and their families.

How good is our staff team? 5 - Very Good

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

Quality Indicator 4.3: Staff deployment

Staff knew children very well and secure relationships between them had been established. Children were consistently supported by staff in ways which were nurturing, respectful and meeting their needs. This meant that children felt safe, secure, and happy in a service where a caring staff team nurtured and supported them. Almost all parents' feedback was very positive about the staff team and their skills.

Staff were highly motivated and clear about their roles. They worked very well as a team by sharing ideas and communicating effectively. Staff were confident in their leadership roles, regularly and effectively sharing best practice with their peers. One parent told us, "The staff are excellent". Another parent said, "They are very nurturing and attentive. Fantastic team". As a result, children benefitted from dedicated staff.

Staff told us they were listened to, felt valued and were fully aware of their role and responsibilities. There was a range of skills and experience within the team. One parent told us, "I'm absolutely positive that the staff have the skills, knowledge and experience to care for my child's learning". Staff values, skills, experience and knowledge resulted in high quality experiences for children.

A wide range of training opportunities was available. Staff spoke confidently and passionately about their recent training. The training that staff had chosen linked closely with the individual needs of children and priorities of the service. As a result, children benefitted from a knowledgeable and committed staff team.

The management team recognised and valued the importance of ensuring that the service was appropriately staffed throughout the full day. Staff breaks were planned in a way that minimised the impact on children, while allowing staff to rest and be refreshed. Staffing levels allowed for staff to support children's individual needs where required. Effective staff deployment meant staff were supporting nurturing experiences and were able to meet all children's individual needs well.

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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