Fallin Nursery & Out of School Care
Day Care of Children

Fallin Primary School
Lamont Crescent
Fallin
STIRLING
FK7 7EJ

Type of inspection:
Unannounced

Completed on:
19 September 2023

Service provided by:
Stirling Council

Service provider number:
SP2003002689

Service no:
CS2003015605

About the service

Fallin Nursery and Out of School Care is provided by Stirling Council. The service is registered to provide care for a maximum of 100 children at any one time from birth to 12 years of age, of whom no more than 12 are less than two years of age. The service can provide care for a maximum of 20 primary school age children up to 12 years of age.

The day care of children service is located in Fallin, Stirling. It is close to local amenities such as shops and public transport links. Children in the nursery were separated into three play areas, and the out of school service was within a designated playroom in the primary school. All areas had direct access to outdoor spaces.

About the inspection

This was an unannounced inspection which took place on Monday 18 September 2023 between 08:30 and 17:15 and Tuesday 19 September 2023 between 09:00 and 14:00. 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:

- spent time with the children using the service
- spoke with or received emails from seven parents
- spoke with assistants and the childminder
- observed practice and daily life
- reviewed documents.

Key messages

- Children experienced warm, kind and nurturing interactions, supporting them to feel comfortable, safe and secure.
- A nurturing, committed staff team provided loving care for the children in the setting.
- Calm, nurturing spaces in the environment supported children to learn at a pace that was right for them.
- Meaningful, supportive relationships with families were improving outcomes for children.
- A robust approach to self-evaluation meant that improvements were well led and impacted positively on children.
- Supportive and nurturing leadership in the team meant that staff were very well supported in their role.
- Quality assurance systems were thorough and resulted in sustained, high quality care 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

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 benefited from a highly skilled staff team who worked very well together and had created a welcoming, nurturing, and inclusive environment. Staff were responsive and caring towards all children. This helped them feel loved, secure, and valued. Staff knew children and families very well. They were knowledgeable about children's health and wellbeing needs, individual stages of development and family preferences. This enabled staff to provide continuity of care that met children's individual needs, wishes and choices.

Staff engaged with children at their level, offering cuddles and reassurance to support wellbeing. Staff were skilled at interacting with children, reading their cues and meaningfully engaging in their play. As a result, positive attachments had been made.

Most children had choice over their mealtime routine as they chose when and where to eat, meaning there was minimal disruptions to their play and learning. Children in the 3-5 room were able to choose if they wanted to eat inside or outside. As a result, mealtimes were unhurried and relaxed throughout the setting.

During most lunch time experiences, staff sat with children and had meaningful conversations with them. We encouraged the setting to continue to develop this to ensure it is consistent across all of the rooms. This will further ensure that mealtimes are a fun social experience.

Robust personal plans were in place that were reviewed regularly with families. Families told us they had opportunities to discuss their child's learning and agree next steps. All staff were aware of children's individual needs and interests. This meant that children received tailored care that was right for them.

Children's emotional wellbeing had been very well considered through the nurturing and caring approach of the staff. Spaces were well developed in all rooms to ensure there were opportunities to rest and relax. For children that slept, staff worked closely with families to ensure they were getting it right for them, in line with their individual routines and preferences.

The team promoted partnership working with other agencies to support children and families. They made very good use of connections with professionals and signposted families to services when required. Families felt staff were approachable and provided great support. One parent said, "The staff are all very welcoming, friendly and have built great relationships with my children". This promoted positive outcomes for children.

Quality Indicator 1.3: Play and learning

Children led their play and learning in a stimulating, challenging and creative environment. This was encouraged through a balance of spontaneous and planned, high quality experiences that promoted children's choice and independence. The opportunities in the setting for children to explore were very well considered. There was a strong focus on children's rights, promoting the safety and protection of children. This showed that children were valued and respected.

Staff had a very good understanding of children's rights and their role in promoting these rights. Play spaces offered children rich and well-resourced areas to explore and investigate. Staff had created inviting and cosy spaces, using a variety of natural, open-ended resources. They had done this by engaging in professional development, reading best practice guidance, and reflecting as a team. As a result, children experienced a calm learning environment which allowed them to learn and explore at a pace that was right for them.

Language, literacy, and numeracy experiences were rich and woven throughout the provision. Outside there were a wide range of well-developed opportunities for children to explore number and early maths. Inside, there was a variety of interesting objects which promoted children's curiosity and sparked their imagination. Staff were skilled at encouraging thinking and problem solving using effective questioning, supporting children to deepen their learning. As a result, children were developing their creative thinking and problem solving skills.

Children's learning and achievements were celebrated and displayed attractively throughout the play spaces. The setting had recently changed to using electronic journals to record children's learning. Children were confident to use the computer to look at their journal and celebrate their learning. These opportunities allowed children to revisit and share their learning and take pride in their achievements.

Planning approaches were child centred with children actively involved in planning. Displays were used effectively to highlight children's learning. Children had individual next steps which key workers were able to speak confidently about. The setting had plans to begin to record children's next steps using the e-learning journals. We encouraged the service to continue with their plans. This would further ensure children are supported to reach their full potential.

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

The setting was warm, welcoming and inviting for children and families. The environment had been well thought out and planned, to sensitively meet the needs of all children and their families. It was evident that children mattered, and they had been valued and respected throughout the development of this high-quality learning environment. Children were proud of their setting and confidently showed us around.

All the rooms in the setting offered children beautiful cosy spaces to rest and relax as well as areas to have fun, explore and create. A range of resources were available to children and thoughtfully presented. These easily accessible resources indoors and outside supported children to develop their problem solving and decision-making skills. This gave a strong message to children that they mattered.

Children had access to outdoors daily across the setting. The outdoor space had been very well developed to offer children a range of opportunities to explore literacy and numeracy. One child told us, "My favourite bit is the outside bit". Children had fun as they jumped in puddles and enjoyed exploring the garden in the rain. Staff supported children's learning and smiled and laughed with children as they interacted with them in their play. We suggested the setting build on this good practice in all of the rooms to allow children to choose when they would like to play outside. Such as in the 0 to 3 year old rooms.

Children benefitted from close links with the local community. They experienced regular outings. Community evenings were held in the centre which supported children to feel part of the local community. Staff members took time to ensure that trips to the local community were well planned and at the children's pace, not rushed and meaningful. This told children that they were valued and allowed them to take part at a pace that was right for them.

Regularly reviewed risk assessments were in place and 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 climbing trees and making campfires. The staff team had worked hard to develop wonderful experiences for children outside and were creative with the use of space.

Significant work had been completed around the Care Inspectorate SIMOA campaign (Safe, Inspect, Monitor, Observe and Act). They shared this with children and staff across the setting to ensure a shared, consistent approach. This meant that effective communication systems and risk assessments were in place to ensure children were safe and accounted for.

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

A shared vision and values were at the heart of the service. The values of welcoming, connected, nurturing, respectful and kindness were observed in practice and reflected in the interactions, environment and experiences for children. A meaningful display had been developed with children where they shared their ideas of what kindness meant to them. This meant that children had been meaningfully involved in developing and living the values of the service.

The current improvement plan was targeted and focused on outcomes for children. This was shared effectively with children and families with progress evident on a display in the entrance. One priority was to continue to ensure self-evaluation and quality assurance and improvements are led well. It was evident that many aspects of this priority had been actioned and was leading to improved outcomes for children.

Children and staff played a key role in leading improvements in the setting. A previous improvement focus on early mark making and pre writing skills led to improved experiences and outcomes for children. This was done through a measured, planned approach and was robustly evaluated. As a result, improvements in the setting were having a positive impact on experiences for children.

Effective policies, procedures and robust quality assurance processes were in place to support the development and improvement of the service. The management team and staff were committed to the ongoing development to ensure children reached their full potential. Feedback was regularly sought from children and families to ensure their wishes and choices were fully considered.

The improvement journey of the setting was available to parents and documented very well. This demonstrated a reflective and considered approach to the development of the service. This also supported the management and staff to be reflective and encouraged children and families to feel included in the life and development of the service.

Children, families and staff were regularly involved in giving feedback about the service and suggestions on how it could be improved. Children were asked about their opinions of the staff's practice and this highlighted strengths and areas to improve. These robust, honest reflections continued to improve experiences for children and ensured high quality care was maintained in the setting.

Nurturing and supportive leadership meant that the staff team felt listened to and empowered to take on different leadership roles. The management team were approachable, nurturing and supportive. Staff told us that they felt very well supported by the management team. 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

Children benefited from a passionate and caring staff team. Positive relationships had been developed. One parent told us, "The staff are very friendly, patient, caring. They have built great bonds with my children. They teach them lots of new things". As a result, staff knew the children and families very well.

Staff had clear roles and responsibilities and communication was a key strength. Systems were in place to ensure that information relevant to individual children's care was shared effectively. This ensured that children's individual needs were consistently met by all staff.

Staff were respectful and very supportive of each other. They were warm, caring, and sensitive in their approach and demonstrated positive team working. This promoted a happy, loving, and secure environment for children.

Leadership at all levels was encouraged. This empowered staff to share their individual skills and knowledge. This approach built on existing strengths and supported all staff to further develop their practice and skills.

Regular team meetings and staff training opportunities helped staff to reflect on their practice, learning and development. A whole staff team approach to training around nurture principles impacted positively on staff's practice. This meant that children benefitted from consistent high-quality experiences. Staff told us they felt valued and supported by management and the wider team. This positive and supportive ethos meant that children were thriving as a result of the loving and nurturing care they experienced from all staff.

Managing transitions for children was a key strength of the centre. Transitions were carefully planned and tailored to children's individual needs. Home visits were offered by nursery staff to help to build relationships and get to know children in advance of starting nursery. Transitions between rooms was very well considered and put the child at the centre. Ensuring relationships were developed with new staff members and new key workers between each room. Parents were fully included, valued, informed and supported to manage the transition process. This meant children experienced continuity of care and positive transitions.

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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Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

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