Fintry Primary School Nursery
Day Care of Children

Culcreuch Avenue
Fintry
Glasgow
G63 0YB

Telephone: 01360 860 204

Type of inspection:
Unannounced

Completed on:
27 February 2023

Service provided by:
Stirling Council

Service provider number:
SP2003002689

Service no:
CS2003015606

About the service

Fintry Primary School Nursery is a daycare of children service provided by Stirling Council. The service is located in a building adjacent to the main school. It is on one level and children benefitted from direct access to the garden. They were close to local amenities.

The conditions of registration are;

1. To provide a day care of children service to a maximum of 20 children at any one time, aged three to those not yet of an age to attend primary school.

Any other conditions unique to the service:

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2. Adult:child ratios will be a minimum of:

- Three years and over - 1:8 if the children attend more than four hours per day, or
- 1:10 if the children attend for less than four hours per day

3. The manager is also the manager of Arnprior Nursery CS2003015599.

About the inspection

This was an unannounced inspection which took place on Monday 27 February 2023 between 09:00 and 16:45. 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 five children using the service and three of their parents/carers
- spoke with four staff and management
- observed practice and how children's routines were supported
- reviewed documents

Key messages

- Children experience being 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 well together and have a share the 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 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. Children experienced positive interactions which had enabled them to form close attachments to all staff and develop nice friendships with each other. Children had a sense of belonging as they felt welcomed, valued and safe in the setting.

Information contained in children's personal plans supported their well-being. We saw that staff 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 helped children with transition. These sensitive approaches meant children were given time to join in when they were ready. As a result, they benefitted from their nursery experience as their emotional well-being was well supported. Parents told us "Children have their comforters as needed so it helps them settle and feel secure."

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 time experience as they were fully involved in this routine. Staff encouraged them to learn life skills as they helped prepare the food. Tasks were made meaningful as staff explained why they were doing them. For example, explaining fruit was cut up to prevent choking. We observed that children were independent as they confidently served themselves and tidied up when they were finished. They enjoyed the social time chatting with friends.

Lunch was served in the dining hall where children were familiar with the routine. They were supported to learn good eating habits. Staff sat comfortably beside children which promoted the social aspect of mealtimes as they chatted about the food and what children had been doing. This promoted a relaxed, unhurried time where children developed healthy eating habits. Staff should consider the differences between the routines and try to promote consistency across meal and snack times.

If children required medication, we confirmed it was safely stored. Appropriate information was recorded which ensured it was administered to children at the right time. We asked the service to ensure that the permission form reflected the dosage on the prescription label.

Quality Indicator 1.3: Play and learning

Children benefited from a well organised environment where a range of activities supported their development and interests. This meant that children could lead their play both indoors and outdoors. Open ended resources helped children use their imagination, curiosity and investigation. One child said "I'm making a party cake." As staff used questions well, children talked about their learning and shared ideas for

developing their play. Staff positively responded to children's ideas which extended their play. As a result, we saw children were busy, had fun and spent long periods of time at activities.

Direct access to the outdoor area and wider community meant children had opportunities to play in the natural environment. Children learned life skills as they problem solved, followed instructions and worked as part of a team.

Staff responded to children's interests and provided resources to support their learning. Their enthusiasm meant children felt listened to and valued as staff helped them find out information when they asked questions. For example, staff explained the difference between steam and electric trains. This extended children's interests as it deepened their learning and understanding.

Staff were skilled at including opportunities to promote literacy and numeracy through play. Children's vocabulary was extended as they introduced new words and explained what they meant. Staff captured children's imagination with creative approaches. For example, their interest in community events developed their numeracy skills as they drew maps and used a compass to go exploring.

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.

How good is our setting? 5 - Very Good

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

Quality indicator 2.2 - Children experience high quality facilities.

The nursery had been refurbished and furnished to a high standard. At present they mainly used one room which offered children a variety of play opportunities. 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. As a result, we saw that children had positive experiences as they influenced the pace of their day as staff listened to them and supported their choices. Staff were still in the process of developing play spaces for children. For example, they wanted to develop the use of the nurture room to support children's well-being.

Fully enclosed garden areas were available at the front and back of the nursery. Plans were in place to further develop the front garden to enhance children's experiences. For example, the donation of a greenhouse would help re-establish planting and growing activities.

We saw how the wider community was used to enhance children's experiences. As they explored the natural environment, children learned about seasons and benefitted from being included in community events.

The spread of infection was minimised as the environment was well ventilated, hand washing promoted and regular cleaning took place. To ensure children's safety, staff carried out daily informal risk assessments of the outdoor area. To further promote an understanding of how to identify risks and give children ownership of their play space, we encouraged staff to involve children in this process.

Staff were security conscious as they ensured they accounted for children throughout the day and when they went to use facilities within the school. A secure door entry system was in place, so staff knew when parents were in the building. 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. All staff were familiar with the priorities outlined in the improvement plan and were enthusiastic as they worked together to enable change. For example, a focus on nurture had promoted children's emotional well-being.

Regular reviews and audits meant that change was effectively monitored. They used best practice guidance 'How Good is our Early Learning and Childcare and 'A Quality Framework for the Daycare of Children, Childminding and School aged Daycare'. As a result, staff were confident that children were making good progress as they evaluated their journals and collated parent's feedback. Parents told us "I have regular meetings with staff to discuss child's progress and update plans." And "Staff are really approachable and we have developed good relationships."

To support the improvement agenda, staff had linked with colleagues within the local authority to share good practice. Staff found these opportunities beneficial as it enabled them to talk about their work and use ideas that would improve outcomes for children. There were also established systems in place to ensure children and parents/carers were able to contribute to the development of the service. For example, family members would be involved in the development of the front garden. As a result, a culture of continuous improvement had been established.

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 to reach their potential. They 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. Effective communication between staff and their flexible approach meant children were supported throughout the day. However, due to the layout, at points in the day, not all areas could be staffed, which, at times, restricted where children could play. For example, they couldn't always use the nurture room. Staff were aware of this and were considering how this could be improved.

At busier times, children's safety was promoted as staff ensured they supervised the entrance area at pick up times. Transitions were well managed which enabled children to participate in events that took place in the dining hall. For example, joining in physical activities with active start.

Changes to the staff team had been well planned to promote continuity of care for children. This had resulted in a shared ethos that would support the development of the service as positive working relationships had been enabled. Information was shared with parents and photographs displayed so they were familiar with staff employed in the service.

Staff were able to reflect on their practice through effective use of induction, team meetings and appraisals. These opportunities ensured they were responding to children's needs in a consistent way. As a result, children received high quality play and learning opportunities from a committed team.

Staff were committed to professional development and used training and best practice guidance to keep up to date. They talked about their interests and how they would like to develop them to enhance children's experiences. For example, one staff member was keen to undertake forest kindergarten training. Children would therefore benefit from staff skills and expertise within the 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

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