Strathblane Primary School Nursery
Day Care of Children

Southview Road
Blanefield
Glasgow
G63 9JQ

Telephone: 01360 770608

Type of inspection:
Unannounced

Completed on:
10 December 2019

Service provided by:
Stirling Council

Service provider number:
SP2003002689

Service no:
CS2003015612

About the service

This service has been registered since 2002.

Strathblane Primary School Nursery class is a Stirling Council service situated in the small town of Strathblane. The service has places for 24 pre-school and ante pre-school children per session. Children from 3 years attend either morning, afternoon or full day sessions. The nursery is open Monday to Friday during school terms.

The nursery is very much part of the local community. Children have access to a welcome area and cloakroom, large playroom, toilets, a well planned and resourced outdoor area. In addition shared spaces within the school building and outdoor playgrounds are used on occasions.

We check services are meeting the principles of Getting it Right for Every Child (also known as GIRFEC), Scotland's national approach to improving outcomes and wellbeing for children by offering the right help at the right time from the right people. It supports them and their parent(s) to work with the services that can help them. There are eight wellbeing indicators at the heart of Getting it Right for Every Child: safe, healthy, achieving, nurtured, active, respected, responsible and included.

What people told us

Children were confident, vocal and curious and interacted warmly with the staff team and their friends. They were able to organise their own play and we saw children making play dough, laughing with each other, engaging in story telling sessions and exploring the outdoor area.

We sent out 20 Care Standards Questionnaires (CSQ) for parents prior to our inspection. We received 12 completed questionnaires from parents before the inspection. They were happy with the service they received.

Comments from parents included:

"The nursery toys do need updated, while there are many stimulating toys the role play areas could do with a re-plan".

"This nursery is being expanded, however, for next school year, hopefully this will be included as part of these works".

"Although there has not been much individual feedback on activities and plans we have not been using the nursery for long and I think that we will get more info in time. Overall we are happy with the nursery and the children always seem engaged and to be enjoying being there".

"My child loves going to this nursery and comes home talking about a wide range of activities".

"My child has been included in naming the butterfly and watching it grow".

"Staff are kind and caring, knowledgeable and encourage my child at all times".

Children during the inspection visit told us:

"They talk to me". (when asked about staff)

"We like doing songs".

"I can do my Gran's name too".

"I like to play at Mums and Dads".

"We go and tell the ladies". (When asked about any problems in the nursery)

Self assessment

The service had not been asked to complete a self assessment in advance of this inspection. We looked at their own improvement plan and quality assurance paperwork. These demonstrated their priorities for development and how they were monitoring the quality of the provision within the service.

From this inspection we graded this service as:

Quality of care and support	5 - Very Good
Quality of environment	not assessed
Quality of staffing	5 - Very Good
Quality of management and leadership	not assessed

What the service does well

Children were welcomed warmly by staff who knew them and their families well which would help them to feel a sense of belonging within the nursery. Staff introduced us as visitors and encouraged the children to introduce themselves and tell us about their play experiences and opportunities. This supported their feelings of inclusion and being responsible. When asked children spoke about staff within the nursery and told us, "They play with us if we ask them" and "They look after everyone".

Positive relationships were fostered through timely, compassionate and responsive staff interactions. This ensured children felt safe and secure. Effective questioning was used to support deeper thinking and learning. Scaffolding learning in this way helped children to achieve and promoted independent decision-making.

The nursery playroom was bright and had a calm and relaxing feel. The layout of the indoor play spaces allowed children to move freely from area to area and work at different levels. The flow and pace of the day supported uninterrupted child led play experiences. This helped children to join in with role play games (The Christmas Story) which enhanced friendship building and communication skills.

Staff maintained detailed personal learning journals for each child and used self-evaluation systems to continually reflect on practice to make improvements where possible. Children collected their own journals when asked by us and it was apparent that they had pride and ownership of their learning stories. For instance, children told us, 'I made that play dough, it was ginger' and "That's my friends".

Children's achievements in nursery and from home were captured in a 'Celebrating Success' wall display.

This ensured learning was visible and children had opportunities to talk about and share significant moments in their life. Staff approached behaviour management in a positive and effective way. For example, staff used language which supported children to find solutions to small conflict problems. A 'Happy Flower' project supported children's awareness of their emotions, feelings and friendship skills.

The staff team worked hard to provide different ways in which families could be involved and included in the life of the nursery. Children were encouraged by staff to share their daily play and learning experiences with collecting parents at the end of each session. This ensured parents were well informed and had opportunities to be involved in their child's learning.

Regular staff meetings, effective senior management support systems, appropriate training and networking opportunities with other professionals ensured staff were best placed to develop their practice and thinking. Staff we spoke to had good understanding of child protection and procedures to follow in the event of an incident. Through our discussions, observation of displays and children's record keeping details we could tell staff kept up to date with current best practice guidance and documents.

What the service could do better

A range of policies and procedures were in place. The nursery staff and management had self-identified the need to update and streamline the managing positive behaviour policy to reflect recent work on the nurture principles. This is currently being developed as part of the school/nursery improvement plan 2019/2020. They had plans to develop it to ensure information shared with staff, children and parents was consistent and meaningful. This will better help children to manage situations they find distressing and enable them to reach their full potential.

We noted children had limited access to water play. We advised that independent access to water play both indoors and outdoors should always be available to support open ended explorations in early science. Staff we spoke to were keen to improve this area of practice.

We suggested ways in which to develop the floor book documentation to further track and monitor children's skills, thinking and learning. For example, children would benefit from revisiting and discussing projects over time, helping them to deepen their understanding and knowledge of the world around them. We discussed with staff how they could then see clear progression in thinking, language and knowledge from comparing entries over time. This would allow them to better share and celebrate on going achievements, learning and skills with children.

Although we were happy that the outdoor play areas were safe and offered a range of activities to promote skills, we would welcome the development of a system that allowed children independent access to outdoors. The staff and management team had self-identified the need for a freer approach from indoors to outdoors. We were reassured plans to develop this were in place. This will be addressed with the planned extension to the nursery space which will provide free flow access to outdoors from August 2020.

Continuing to ensure that the nursery staff team have information, support, learning opportunities and autonomy will contribute to an evolving service which meets children's individual learning and care needs to help them meet their full potential.

We have included the grading history for your attention from a previous shared inspection of November 2013 which is missing from the back of this report.

Quality of Care and support - VERY GOOD
Quality of environment - GOOD
Quality of staffing - GOOD
Quality of management and leadership - GOOD

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

What the service has done to meet any requirements we made at or since the last inspection

Previous requirements

There are no outstanding requirements.

What the service has done to meet any recommendations we made at or since the last inspection

Previous recommendations

There are no outstanding recommendations.

Inspection and grading history

Date	Type	Gradings	
10 Jan 2017	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good Not assessed Not assessed 5 - Very good
20 Feb 2013	Unannounced	Care and support Environment Staffing Management and leadership	4 - Good 4 - Good 4 - Good 3 - Adequate
25 Nov 2009	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 4 - Good 4 - Good 4 - Good

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