Jessie Porter Nursery School
Day Care of Children

67 Harestane Road
Dundee
DD3 0LF

Telephone: 01382 436 513

Type of inspection:
Unannounced

Completed on:
28 February 2024

Service provided by:
Dundee City Council

Service provider number:
SP2003004034

Service no:
CS2003015786

About the service

Jessie Porter Nursery School is a daycare of children service, registered to provide care to a maximum of 114 children aged from birth to those not yet attending primary school. No more than 30 children will be under the age of 3 years, of whom no more than 10 are age from birth to 1 year.

The nursery is a standalone setting and operates in the urban area of Kirkton, Dundee. The children are accommodated within three separate playrooms designated for different age groups of children. There is a small office and a separate small staff room. The children have access to fully enclosed outdoor areas that are accessible from the respective playrooms. The nursery has a secure door entry system in place.

About the inspection

This was an unannounced inspection which took place from the 26 to 28 February 2024 between 08:30 and 16:30. Two inspectors carried out the inspection.

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.

In making our evaluations of the service we:

- spoke with children and 12 parents using the service
- spoke with staff and management
- observed practice and children's experiences
- reviewed documents.

Key messages

• Children experienced caring, nurturing interactions from staff who knew them well.

• Children had fun and were fully engaged in their play and learning throughout the sessions, playing independently and cooperatively with friends.

• The manager and staff had a clear vision about the development of the service and were passionate and committed to drive forward improvement.

• A culture of self-evaluation and continuous improvement had been created and supported staff to reflect on practice. Targets were realistic and reflected the needs of children and families using the service.

• Children were cared for by the right number of staff to ensure they had consistently positive experiences.

• Staff worked together as a team and communicated well to ensure children were effectively supervised and supported.

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 key question as very good.

Quality Indicator 1.1: Nurturing care and support

Children were nurtured through daily experiences. One parent commented that they found the nursery to be, "a warm, nurturing and inclusive environment". This enabled children to confidently seek support from staff. As a result, there was a welcoming ethos within the service and children were at the heart of care. This supported them to form positive attachments and make meaningful connections with staff and peers.

All parents and carers agreed or strongly agreed that they were fully involved in their child's care, including developing and reviewing their personal plan. These included documents such as, All About Me's, developmental milestone trackers and learning journals. Staff used additional documents, such as tailored support plans, to clearly outline additional support for children who required more specific targets and strategies. This enabled staff to work collectively to provide meaningful, consistent care and support for children. One parent told us, "They are really good with my child and always helpful with myself too with any support I may need". As a result, children's wellbeing and development benefitted from effective personal planning.

Staff created a positive ethos of inclusion through regular communication and consultation with parents. They used a range of methods to ensure they were approachable and available to all parents and families. For example, through digital communication, such as Seesaw, and face to face discussions at pick up and drop off. One parent told us, "Most days we get a handover when collecting our child with updates on any achievements or needs/changes. The teachers make regular use of the Seesaw app, which enables us as parents to keep up with what's happening and available in the nursery". As a result, families were well informed about their child's care and support.

Staff worked well with other agencies, such as Speech and Language Therapists (SLT) and Accessible Inclusion Support (AIS), to ensure children got the support they needed to reach their full potential. Information was shared effectively between children, families and staff, to ensure everyone had a very good understanding of the children's individual needs. This enabled children to thrive.

Staff were knowledgeable in their roles and responsibilities in safeguarding children. They were able to confidently identify signs and symptoms that would cause concern for a child's health and wellbeing. The reporting and recording of concerns was clear and accurate to ensure information could be shared effectively with lead agencies, if necessary. As a result, children were protected from harm.

Quality Indicator 1.3: Play and learning

Staff had high aspirations to enable children to be successful. Children's voice was valued and they were empowered to lead their own play and learning. As a result, children were confident, happy and motivated to learn. Effective questioning provided opportunities to widen children's thinking skills and consolidated their learning through play experiences. This supported children to achieve their potential.

Staff successfully created highly engaging opportunities for children to learn and have fun. One parent commented that it was a, "Lovely nursery. My child is really happy, making friends and learning is fun". Children were being effectively supported to develop their language skills as staff used age-appropriate words, conversations and interactions, including narrative for the younger children. All staff were skilled in offering new language and explanations to extend younger children's vocabulary development. Children experienced an environment that promoted literacy; the use of age-appropriate books, storytelling opportunities and mark making experiences. As a result, children were progressing well with their early literacy skills.

Staff intuitively responded to children to fully support their play and learning. They demonstrated skilled interactions that enhanced children's outcomes. They were often seen at children's level, modelling play or using effective questioning to extend children's interests. Care was taken to only intervene when necessary, allowing some children the independence to explore their own learning and manage mistakes. As a result, children experienced high-quality play and learning experiences.

Children's progress and achievements were recorded in learning journals, a tracking system and personal plans. Children were proud of their learning journals, as some chose to sit with inspectors and shared their memories of activities and experiences. The management team were reflective, which enabled them to monitor and identify how they could enhance planning approaches to ensure the needs of the individual child were met.

Regular planning meetings took place to ensure children's experiences were meaningful and purposeful. Staff gathered observations and evidence within their designated areas to feedback to the wider team. Possible lines of development were identified and planned for the week ahead. This resulted in children experiencing a broad range of play and learning experiences while having their views and ideas respected.

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 key question as very good.

Quality Indicator 2.2: Children experience high quality facilities

Children benefitted from a setting that was well furnished, comfortable and homely. Some soft lighting, children's artworks and size appropriate furniture, created a warm and nurturing space where children could feel safe and ready to play and learn. Parents shared that, "Jessie Porter is a friendly and welcoming nursery, with kind and caring staff to match".

Spaces throughout the nursery had children's care, play and learning needs at the heart of the design. Several areas promoted skills in understanding, thinking, investigation and problem solving, these included, block play, creative stations and the use of light in play. In all of which, children were seen busy exploring their abilities and having fun. One parent commented that, "The room is well set up for children with defined areas for different activities, our child enjoys the sensory area for a little quiet time, and the vast garden to explore". Staff skilfully used the outdoors as an extension of the indoor learning environment. Children benefitted from free flow access to enable them to lead through their own interests. As a result, the setting's indoor and outdoor environments provided developmentally appropriate spaces.

The majority of parents agreed or strongly agreed that their children were safe whilst in this setting. We found the environment and equipment to be safe, secure and well-maintained. Staff encouraged children to share their thoughts and opinions when completing risk assessments and taking part in risky play. This enabled children to form a good understanding of dangers and explore how to keep themselves safe.

Infection control measures were in place and in line with current guidance. The environment was clean and well ventilated. Children and staff were seen washing their hands at appropriate times, such as before eating and after being outside. The children had a good understanding of how to keep safe and healthy through good personal hygiene habits.

Children's information was securely stored, for example, personal plans were kept in a locked cabinet. Clear policies and procedures were in place to ensure staff practice reflected current legislation and guidance. As a result, children's right to protection and privacy was well managed.

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 key question as very good.

Quality Indicator 3.1: Quality assurance and improvement are led well

A shared vision, values, aims and objectives positively informed practice. A culture of continuous improvement was embraced by staff which enabled children to have consistently positive experiences. This resulted in a very happy, safe and supportive environment for children and their families.

Children and families were regularly consulted and their views gathered. They did this with questionnaires and face to face discussions. The majority of parents and carers agreed or strongly agreed they were involved in a meaningful way to help develop the setting. This gave a strong message that their views mattered. Events such as, 'Chatter Tots' and 'Breakfast Blether' happened regularly to welcome everyone into the service. These were facilitated well and used as an opportunity to build positive relationships with families.

A robust quality assurance system was in place to promote continuous improvement. Staff told us that there was regular communication and opportunities to meet to discuss the key strengths of the service and areas to improve. For example, staff meetings were used to raise standards and allowed staff an opportunity to take forward any passions or interests they had. Staff were encouraged to lead on areas they were particularly passionate and skilled in. For instance, Nursery Narrative, Play on Pedals and Use of Light in Play, was led by members of the staff team. This promoted leadership at all levels, which resulted in motivated staff and positive teamworking.

A culture of self-evaluation for improvement had been created and supported staff to reflect on practice. An improvement plan had been developed, which provided clear and achievable targets. The senior leadership team confidently discussed the key improvement priorities, many of which were ongoing tasks. These were well recorded to identify the impact changes had to ensure they were having a positive impact on children's outcomes. This resulted in a continuous cycle of improvement.

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 key question as very good.

Quality Indicator 4.3: Staff deployment

Staff were warm, welcoming and engaged positively in the inspection process. It was evident through discussions that they were committed and enthusiastic professionals. A parent told us, "They are all lovely and genuine caring people and I feel like my child is loved and supported." We found evidence of this throughout the nursery. As a result, children received high quality care, play and learning experiences.

Parents knew staff within the team and were able to share the positive impact staff had had on their children's experiences and outcomes. A parent told us, "My child loves their keyworker and all the other staff".

Children benefitted from a service that was appropriately staffed to meet their needs. Effective staff deployment across the service meant that the right number of staff were meeting children's individual needs, consistently throughout the day. Staff were proactive in recognising any gaps and ensuring effective supervision and quality engagement with children. Staff worked very well together and ensured children were able to access the full provision. They recognised that some absence had an impact on the team structure; however, their team approach and commitment ensured continued positive outcomes for children.

A good mixture of skills, knowledge and experience in the staff team contributed to positive interactions, play and learning experiences for children. They communicated well and worked together to ensure children were safe and engaged in quality experiences throughout the day. This allowed routines and key tasks to be carried out whilst ensuring children were appropriately supported and outcomes remained positive. As a result, children experienced a very calm, nurturing experience.

There were clear processes in place for mentoring and supporting new staff. All staff told us they felt well supported in their roles. This enabled them to build confidence and provide high quality care, play and learning for all children.

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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Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

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