Eastern Primary School Nursery
Day Care of Children

Camperdown Street
Broughty Ferry
Dundee
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Telephone: 01382 436 900

Type of inspection:
Unannounced

Completed on:
23 March 2023

Service provided by:
Dundee City Council

Service provider number:
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Service no:
CS2003015805

HAPPY TO TRANSLATE

About the service

Eastern Primary School Nursery provides a daycare of children service in Broughty Ferry, Dundee. The service is registered to provide a care service to a maximum of 74 children from the age of three to those not yet attending primary school.

The service is based in a residential area of Broughty Ferry in Dundee and is close to local shops, parks, and other amenities.

About the inspection

This was an unannounced inspection which took place on 22 March 2023 between 09:15 and 16:45. Feedback was shared with the service on 23 March 2023. The inspection was carried out by an 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:

- observed practice and daily life
- spoke with staff and management
- reviewed documents
- spoke with children using the service and five of their family members.

Key messages

• Children experienced interesting and motivating play and learning opportunities across a range of creative spaces.

• Staff valued the importance of creating warm, nurturing and loving attachments with children and their families.

• Children were happy, confident and secure in their play and learning.

• A culture of ongoing professional development was embedded within the service to support positive outcomes for children.

• A robust improvement plan and self-evaluation process enabled staff to continually reflect on the ongoing improvements within the service.

• Children experienced positive transitions, which created a relaxed pace within their play and learning.

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 happy, settled and confident, sharing their experiences with staff and inspectors. They enjoyed cosy times with staff who knew the children well, which demonstrated they received nurturing, compassionate and responsive care. One parent commented that their child 'receives consistent, nurturing support from the staff team across the nursery. This helped children feel loved, safe and secure. Strong attachments were evident, as staff engaged with children down at their eye level, providing comfort, reassurance and cuddles. Very good relationships were observed between staff and children with staff showing a genuine interest in sharing meaningful interactions with children. As a result, children developed close attachments with staff who supported their interests.

Children developed life skills as staff used the language of the SHANARRI wellbeing indicators, which are Safe, Healthy, Active, Nurturing, Responsible, Respected and Included, during their interactions. For example, staff were heard asking children, 'Who would like to be responsible and show the tidy up signal?'. Staff were positive role models during mealtimes as they praised children's good manners. As a result, a respectful ethos was established.

Personal plans were in place for all children, which gathered information to meet children's needs, wishes and choices. These were regularly reviewed, in line with legislation, which ensured the information held was effective in meeting children's needs. Effective partnership working with other professionals ensured children and families received the right support at the right time. This provided a consistent approach across the team for meeting the needs of children and families.

Mealtimes provided a relaxed and sociable experience for children to enjoy eating and chatting together. Children developed their life skills during both snack and lunch, as they served their own food, poured their drinks and cleared away their dishes. They had opportunities to try new foods and staff modelled positive eating habits, as they sat and ate with children at lunch. Staff were knowledgeable of children's allergies and intolerances and these were managed very well. Staff at snack were active participants during conversations with children, listening to and valuing their questions and ideas. For example, one child asked where peppers came from, staff found this out and located the country on the map, to extend their interest. This promoted an inclusive and positive social experience for children.

Appropriate storage and systems were in place for medication being administered safely to meet children's needs. Information was collated and displayed across all rooms which ensured staff were knowledgeable and knew the signs, symptoms and actions to take where a child may require medication. This meant that children's health needs were met.

Quality Indicator 1.3 - Play and Learning

Children benefitted from a child-centred approach to play and learning, that created an ethos where children were valued and their right to play and have fun was promoted. Children were actively involved in leading their play and learning through the skilful approaches of staff. Staff were responsive, in the moment, extending and facilitating play naturally. Children were observed in the craft area 'making a suitcase to go to a pirate ship'. Effective questioning developed children's critical thinking skills, as they discussed where they were going, how they would get there and the different places they had visited. Staff skilfully extended children's interests as they experimented in the play dough, talking about the texture and thinking about how they could make the dough less sticky. This meant that children were valued as experts in leading their own learning, as they had the freedom to explore their own ideas.

Opportunities to extend children's literacy and numeracy development were embedded throughout experiences, both indoors and out. A well-planned and purposeful learning space allowed children to develop these skills naturally in play. Children were comparing heights using loose parts in the sand and developing their imaginations using puppets and real life materials, to retell 'Goldilocks and the three bears'. As a result, children's play experiences provided challenge and opportunities to progress their skills and learning.

Children chose where they wanted to play, allowing them to be independent, confident and feel respected. Staff had the flexibility to respond to children's interests and follow these, which provided depth in children's experiences. For example, staff shared a recent interest in visiting the beach where children collected sticks, stones and shells, which led to numerous rich learning experiences. This demonstrated the responsive nature of staff and meant that children's ideas were respected and acted upon.

There were very good links with the community with a range of opportunities for children to participate in meaningful outings. A timetable of outings was planned and children could opt into these experiences, which respected their choices. One parent commented, 'I am impressed at the number of external trips they do which my little boy loves'. These links with the community developed children's sense of belonging and knowledge of their local spaces.

Observations and assessments helped staff to plan experiences to meet children's needs. One parent commented, 'We have recently attended an open afternoon where our son showed us around, shared his personal booklet and we had 1:1 time with his key worker'. This demonstrated that families felt included in their child's learning journey. The nursery leadership team further developments were required to ensure consistency within children's learning journals, to effectively capture learning, skill development and next steps. This would further benefit children's overall progression.

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 experienced a setting that was secure, clean, inviting and welcoming. The playroom benefitted from natural light and ventilation. Furniture and resources were of a high standard and organised to promote free flow play, with direct access to outdoors. Children had ample space to move around freely and made good use of the environment. The environment was warm and provided nurturing spaces for children to engage in quieter experiences, with soft lighting creating a calming ethos. Traditional styled furniture and interesting resources created a sense of wonder and curiosity, as children were excited to explore and engage in these spaces.

Staff took pride in creating play spaces that were reflective of children's interests and sparked curiosity and creativity. Areas were well resourced, displayed and labelled with photographs promoting children's emerging literacy skills. Nooks and cosy spaces had been created utilising all areas of the environment effectively. There was a range of loose parts play and choice across experiences, which provided children with opportunities to develop their imaginations. Books were effectively displayed and were linked to children's experiences. This demonstrated that the environment was well-planned, which embedded challenge and wonder.

The outdoor environment offered children a range of quality experiences. Children had the freedom to run around, develop their physical skills, be creative and enjoy quieter moments. The availability of open-ended resources enabled children to engage their imaginations. As a result, children were motivated and having fun.

Risk assessments were carried out to ensure the environment was safe for children attending and daily checklists were completed, which were informed by the risk assessments. These were regularly audited and identified actions taken to minimise risks, where accidents had occurred. This ensured children experienced a safe space to play and learn. We discussed creating a risk assessment for the area surrounding the garden, highlighting the actions taken to minimise risks, if children climb the pallets. This would further maintain children's safety.

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

The service had a vision, values and aims which had been created amongst the staff team. The team had identified the need to refresh these and had plans to involve children and families in the development of this. This would promote a shared vision and further reflect the positive, welcoming ethos that had been established.

Robust self-evaluation and improvement plans influenced the ongoing developments within the service. These focused on partnerships with families, the community and digital learning. The nursery leadership team and staff reflected on the progress of the identified priorities as a team, recording the impact to support the improvement agenda. This was evident within practice, as we observed families being consulted during stay and play sessions and visits taking place out in the community to the local dentist. Regular peer monitoring was embedded and evidenced staff involvement in the self-evaluation process. Regular team meetings provided opportunities for staff to reflect on children's individual needs, share learning together and discuss planning for the environment. This demonstrated a collaborative and shared approach to improvement.

The nursery leadership team were committed to embedding high quality literacy and numeracy learning experiences for children. Staff reflected on the provision across the environment through regular walk-around meetings to discuss these learning opportunities. Mind maps displayed staff views on the possible learning opportunities for children, with literacy and numeracy as a focus. This meant that children were able to progress and achieve to a high standard.

Parents spoken with said that they felt communication was effectively shared through seesaw and daily chats at drop off and collection. One parent commented, 'Awesome staff and clearly positive leadership'. The service was beginning to gather family views more formally, through asking focussed questions, as part of stay and play sessions. The service had plans to work with the family development officer to share feedback with families. This would ensure families voices were heard and acted upon when informing the ongoing improvements of the service.

Policies and procedures which underpin the service and support staff practice were in place. They were reviewed regularly to ensure they remained relevant to the service and continued to follow best practice.

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

The team worked well together, which created a positive atmosphere, where staff were courteous and respectful to each other. This provided a happy, safe and relaxed environment for children. Staff displayed warmth and kindness which enabled children to feel valued, loved and secure. Staff were enthusiastic about their roles and spoke positively about their work, highlighting that children were at the heart of everything they do. They were committed to providing high quality care and support to the children and families. One parent commented, 'The staff made the transition experience really easy for us'. This contributed to a positive ethos with children and families benefitting from a warm and welcoming environment.

Staff were committed to their ongoing professional development, as they participated in a range of training, including play on pedals and fussy eating. Staff spoke positively about their leadership roles and the opportunity to share their learning across the team. This created a sense of ownership and empowered staff to lead change, creating positive outcomes for children.

Children experienced a relaxed pace to their day with minimal interruptions to their play and learning. Transitions were well managed and gave children the time and space to move on from play, as they were ready. This meant that children's experiences were well-planned and developed a mutual respect between staff and children.

Staff were observed communicating well with each other when leaving areas of the environment, to maintain ratios and ensure children's safety. For example, staff kept track of numbers within groups as children entered and left the service. Staff shared key messages communicated by families, which ensured children's needs were consistently met.

There was a mix of experience, knowledge and skills within the staff team, with staff having a good understanding of their roles and responsibilities. The team spoke positively about opportunities for newer staff to learn from more experienced staff and this culture was embedded across the service. We observed staff to be flexible and able to move with children to respond to their ongoing interests and learning. Staff shared that they felt well supported by the leadership team. The 'National induction resource' checklist was used with new members of staff and the nursery leadership team led informal catchups. We suggested recording this more formally to highlight strengths and areas for continued development, to capture their knowledge and experience. This would further embed the reflective culture of the service.

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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