Deshar Primary Nursery Class
Day Care of Children

Deshar Primary School
Deshar Road
Boat of Garten
PH24 3BU

Telephone: 01479 831 226

Type of inspection:
Unannounced

Completed on:
6 May 2022

Service provided by:
Highland Council

Service provider number:
SP2003001693

Service no:
CS2003015983

About the service

Deshar Primary Nursery Class operates from within Deshar Primary School which is situated close to the rural village of Boat of Garten. The nursery comprises of a large, purpose built playroom containing an entrance hallway, an open plan kitchen area, children's toilets and direct access to a large, secure outdoor play area.

Deshar Primary Nursery Class operates from Monday to Friday, in term time, and is registered to provide care for up to 24 children aged three to not yet attending school. The service is provided by Highland Council.

What people told us

Following the inspection, parents were contacted by the service and offered the opportunity to give feedback on the service to inspectors. Three parents responded.

Comments included:

"The nursery building is lovely. It's bright and the free flow system is wonderful."
"My children are outdoorsy but also love playing with the great resources inside."
"I think they have done so much to support my child who has struggled a bit."
"It's been hard not getting in as much as we used to but I hope that will change now."
"There's been a new staff team so we are getting to know them, my child likes them."

During our visit, we observed children in the nursery were engaged in their play and relaxed in their environment. Children were playing cooperatively with their peers and were happy to engage with us.

Some of the comments made included:

"Look at my shapes."
"My sunflower didn't grow."
"They got some sun to grow."
"This is my shop."
"The metal one was heaviest."
"My dinosaur."
"We planted seeds, there must be three in that pot."
"Pizza is my favourite."
"This is my bottle."

Self assessment

We did not request a self-assessment from the service as part of this inspection. We assessed personal planning for children as part of our evidence gathering.

From this inspection we graded this service as:

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

What the service does well

During the inspection we evaluated two quality themes, care and support and environment. We found major strengths in supporting positive outcomes for people, with very few areas for improvement. Both care and support and environment have been evaluated as very good.

Children were confident, happy and meaningfully involved in their play during our inspection. Staff had developed warm and caring relationships with children, supporting them to develop their imagination and play. Children were leading their play, independently accessing all areas of the setting. High quality resources had been provided to extend children's learning throughout the setting based on their interests. Children had planted seeds and staff encouraged them to learn about how to look after them, using skilled questioning during children's play to extend learning. Play experiences supported numeracy, literacy and language development as well as children's understanding of the world around them. As a result, children were supported to develop lifelong skills.

Children's wellbeing was effectively supported through personal planning which was reviewed regularly with families. Staff demonstrated a very good understanding of children's needs and used effective strategies to support children to feel safe and included. Staff were deployed effectively to ensure that all children's needs were met throughout the day. As a result of this, children received consistent care from staff who knew them well.

High quality observations of children's play and learning supported staff to plan for children's progress and development. A well-balanced mix of responsive and intentional planning meant that children's experiences provided them with opportunities to develop their natural curiosity and creativity. As a result of this, children were challenged and supported to reach their potential.

Snack and mealtimes were relaxed and sociable experiences for children. They could choose when to have snack and were given a wide variety of opportunities to develop their independence skills, for example setting the table, selecting cups and plates, serving their own food and pouring drinks. Some staff sat with children which promoted close attachments.

The design and layout of the setting supported children to direct their own play. Staff demonstrated a very good understanding of the importance of regular outdoor play to children's overall wellbeing. Children were empowered to explore the large, natural outdoor environment. They were supported by staff to explore and take risks. This had a positive impact on their development, health and happiness.

Children could access cosy, safe spaces both inside and outside. They were able to play free from interruptions and they were able to rest and relax when they chose to. As a result of this, children felt safe and secure.

The breadth and balance of resources available reflected children's interests, they could independently access resources to support their learning. They had access to some natural resources and loose parts. For example, a group of children were engaged in construction with large, wooden blocks, working co-operatively together and introducing other resources to extend their play. Children were able to access a wide range of quality resources to meet their needs and wishes.

What the service could do better

There were missed opportunities for children to be independent and develop skills during the lunchtime experience. We discussed with the management team exploring opportunities for children to be more active in selecting their cutlery, serving themselves and pouring drinks. This would mean that staff would have more time to support children when they needed help and provide a positive, social experience.

There were some real, natural and loose parts available to children. Children would benefit from more real-life resources within the setting, for example within the role play area, to further support their learning in all areas. We discussed with the management team adding some homely touches to the indoor environment which would enhance the welcoming feel of the setting.

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	
11 Sep 2018	Unannounced	Care and support Environment Staffing Management and leadership	4 - Good Not assessed Not assessed 5 - Very good
29 May 2015	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 4 - Good 4 - Good 4 - Good
1 Jun 2012	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 4 - Good 5 - Very good 5 - Very good
4 Dec 2009	Announced	Care and support Environment Staffing	5 - Very good 5 - Very good 4 - Good

Date	Type	Gradings	
		Management and leadership	5 - Very good

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