St. Gerardine Primary School Nursery
Day Care of Children

St. Gerardine's Road
Lossiemouth
IV31 6JX

Telephone: 01343 812251

Type of inspection: Unannounced
Inspection completed on: 12 March 2018

Service provided by:
The Moray Council

Service provider number:
SP2003001892

Care service number:
CS2003016021

About the service

The service registered with the Care Inspectorate in April 2011.

St. Gerardine Primary School Nursery is registered to provide a care service to a maximum of 40 children aged from 3 years to not yet attending primary school at any one time. The care service will operate from Monday to Friday during school term. A minimum of two adults must be present at all times. The service is provided by Moray Council to meet the entitlement of 600 hours of early learning and childcare.

The Care Inspectorate is committed to improving the health and wellbeing of all children receiving a care service. We want to ensure they have the best start in life, are ready to succeed and live longer, healthier lives.

We check services are meeting the principles of Getting it Right for Every Child (also known as GIRFEC). Set up by Scottish Government, GIRFEC is a national approach to working in a consistent way with all children and young people. It is underpinned by the principles of prevention and early intervention. The approach helps services focus on what makes a positive difference for children and young people - and what they can do to improve. Getting it Right for Every Child is being woven into all policy, practice, strategy and legislation that affect children, young people and their families.

There are eight wellbeing indicators at the heart of Getting it Right for Every Child. They are: safe, healthy, achieving, nurtured, active, respected, responsible, and included. They are often referred to as the SHANARRI indicators. We use these indicators at inspection, to assess how services are making a positive difference for children

What people told us

Children were confident, articulate and enthusiastic about their own learning. They were independent, responsible and engaged with the nurturing staff team who responded quickly to children's needs. A sense of fun and laughter was evident throughout the day and children were motivated to achieve. They told us:

"I tried to build a den but it fell over. I'm going to try with bricks next time."

"Fun with my hat on!"

"I'm drawing what I like because I want to."

We sent out Care Standards Questionnaires (CSQs) before we visited the service. Parents who returned the questionnaires were generally happy with the service provided. Their comments included:

"I have seen my child's confidence grow as she sees learning as a fun activity - she loves her nursery, the staff, her friends and the activities she faces. The staff are always friendly, approachable and accommodating to my family centred needs. Being a working mum, they always help support us as a family unit. I feel very lucky to have an amazing team supporting my daughter's learning and achievements. Very high standard."

"My daughter has severe allergies and the staff have been amazing in dealing with that. My daughter is never excluded from any activity or made to feel different. They are supportive and accommodating and we are very happy and comfortable to leave our daughter in their care."

"St. Gerardine Nursery is fantastic. The teachers are all great. Nothing is any trouble. They really care about the children and obviously love their job and it shows. They are also there for the parents if you ever need them. I can't put into words how happy we are that our little girl attends St. Gerardine Nursery. The nursery is great with plenty of room, equipment and toys to use. We get a nursery learning diary home every week which lets us know what they have been learning and what they will be doing the following week. I also enjoy shared learning when we go into the nursery and the children show us what they have been learning. My little girl loves her nursery so much and really enjoys going which is great and really important."

"My child loves to go to nursery! The staff are amazing - they are incredibly supportive and nurturing."

Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. We looked at their own improvement plan and a sample of their quality assurance paperwork.

From this inspection we graded this service as:

Quality of care and support	6 - Excellent
Quality of environment	not assessed
Quality of staffing	not assessed
Quality of management and leadership	6 - Excellent

What the service does well

Children had a variety of engaging and challenging play experiences which encouraged them to achieve and solve problems. They were motivated to talk about their own learning, describing their achievements and recognising ways they could improve on what they had done. This demonstrated children were supported to build resilience and were self-motivated. Children had an excellent insight into their own skills and abilities which built their confidence and self-esteem. The strategies staff used to promote this discussion were visual, meaningful and inclusive for all to achieve. Children led their own play experiences and were consistently included in their own learning, showing a clear respect for children's views and opinions.

Staff's ability to enhance and change the resources resulted in successful developments to the environment which enriched children's experiences and met their changing needs. An increased focus on meaningful, challenging and risky play outdoors developed children's understanding of their own capabilities, promoted responsibility and enabled them to learn how to remain safe during active physical play. This stimulated children's health and sense of pride in their own abilities.

Interactions between children and staff were excellent. They were nurturing and motivating, impacting positively on each child's holistic wellbeing and emotional resilience. Staff nurtured children's self-esteem and confidence in their own abilities, regularly recognising their achievements and promoting an ethos of inclusion. Children were equally skilled in praising each other, congratulating their friends when they had done well and sharing their learning on a regular basis. This created a learning environment where children flourished. It was evident that the excellent role modelling of staff had a positive and lasting impact on children's confidence and communication skills.

A key strength of the service was that planning for children's learning and achievement was individualised and recognised children's unique personalities, qualities and developmental and support needs. Staff skilfully used the wellbeing indicators effectively to understand these circumstances and consider ways to help every child achieve and overcome any barriers.

A clear, sustainable and achievable vision and direction for the service was evident which was aspirational for children's outcomes. The service was consistently moving forward and striving for excellence, using their knowledge of best practice in early learning and childcare to inform their journey. Staff had an excellent understanding of what was best for children and recognised that their ability to learn and develop as professionals was key to providing a high quality service. Their research into Vygotsky had empowered them to create new resources to help children develop language skills both at nursery and in the home.

The drive and ambition of the team to create the best place possible for children was evident. Their commitment to their own learning, their dedication to the families they worked with and their understanding of effective early learning and childcare practice was excellent. They reflected on their practice every day, discussing what went well and how they could improve. Their knowledge of child development and theories of early childhood meant they could plan effectively for the future of the service with aspirational and ambitious goals.

Family inclusion was firmly embedded and valued within the service. They were supported and encouraged to be involved on a regular basis, sharing learning with their child and were given exciting opportunities to engage in the learning process. Their views were openly respected and used to inform the service's improvement priorities. Staff were given the chance to try new things and develop their own initiatives, such as their recent work on the 'Reggio Emilia' approach. This enabled staff to be confident in children who were viewed as 'capable contributors' with knowledge which was valued. It created an effective pace of change which impacted positively on children's outcomes. This type of ethos created an environment where innovation and inspiration was celebrated and respected.

What the service could do better

The areas for improvement identified in this inspection were already a key part of the service's current improvement plan. We held professional discussions about how improvements could be made to the quality of observations as well as resources to promote creativity. In addition, we spoke about a variety of different approaches to monitoring the practice of staff and ways the service could move forward. By developing these aspects of the service, children will continue to flourish and develop in stimulating, exciting and engaging service.

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.

Inspection and grading history

Date	Type	Gradings	
16 Mar 2015	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 5 - Very good 5 - Very good
20 Mar 2012	Unannounced	Care and support Environment Staffing Management and leadership	4 - Good 4 - Good 4 - Good 4 - Good
17 Apr 2009	Announced (short notice)	Care and support Environment Staffing Management and leadership	4 - Good 4 - Good 4 - Good 3 - Adequate

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