Fossoway Primary School Nursery
Day Care of Children

Drum
Kinross
KY13 0UL

Telephone: 01577 867 340

Type of inspection:
Unannounced

Completed on:
9 March 2023

Service provided by:
Perth & Kinross Council

Service provider number:
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Service no:
CS2003016065

About the service

Fossoway Primary School Nursery service operates from within Fossoway Primary School within the village of Drum, Perthshire and is registered to provide a care service to a maximum of 30 children age from 3 to years to an age to attend primary school at any one time.

Nursery children are cared for in a large open plan area shared with school children from primary one - three. They can access a small, shared space with primary one children. The playroom has direct access to a large, secure outdoor area. The service is provided by Perth and Kinross council.

About the inspection

This was an unannounced inspection which took place on 2 and 3 March 2023. The inspection was carried out by one 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:

- spoke with six people using the service and five of their family members;
- spoke with four staff and management;
- observed practice and daily life;
- reviewed documents;
- spoke with visiting professionals.

Key messages

• Children were happy, confident, and motivated to learn.

• Mealtimes were a meaningful learning experience for children.

• Staff had successfully created an ethos where children were valued and their right to play was fully supported.

• Children's emotional wellbeing and building resilience was at the heart of children's development.

• For children to reach their full potential, staff should ensure observations of learning are focused and individual to each child.

• Positive working relationships with other professionals supported staff to provide responsive care.

• Staff valued the importance of outdoor play.

• Some infection prevention and control practices could be improved to support a safer environment.

• The manager had taken significant steps to embed a strong sense of commitment to continuous service development.

• Staff worked and communicated very well together.

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?	4 - Good
How good is our setting?	4 - 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? 4 - Good

We evaluated this key question as good, where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

1.1 Nurturing care and support

Children received genuine warm and nurturing support from staff who were kind and caring in their approach. They had high aspirations for the children in their care. Staff were mindful of children's opinions as they respectfully interacted with them. It was evident the children were at the heart of the service. As a result, children developed close attachments with staff who meaningfully supported their overall wellbeing.

Personal plans contained information to support staff to meet individual children's needs and their development. Children's learning plans were regularly shared and reviewed with families. We highlighted to the manager the importance of updating children's likes, choices, and preferences as well as their learning plans. This had been identified through monitoring processes and we were confident this would be actioned.

Children who required additional support had strategies in place which meant their individual needs were met in a compassionate and consistent way. Positive working relationships with other professionals supported staff to provide responsive care. This meant children were fully included in the daily routines of the nursery and ensured they felt a sense of belonging.

Children were very well supported by staff during mealtimes. A wealth of opportunities promoted choice, responsibility and developed independence. This provided children with a positive learning experience. Staff enjoyed eating with children and used this opportunity to initiate meaningful conversations on healthy foods which promoted their language and social skills. Allergies were well managed, and staff had considered food alternatives to ensure children with dietary requirements felt included.

Children were independent and solution focused. They were very aware of their feelings and emotions and those of their peers. They proudly showed us a 'feelings chart' and told us confidently how they would receive support if needed. Staff empowered children to self-regulate and skilfully supported them to persevere with activities which promoted independence and life skills. We found developing children's emotional wellbeing and building resilience was at the heart of practice. This resulted in happy, secure, and confident children.

1.3 Play and learning

Children benefitted from a child-centred approach to play and learning. Staff had successfully created an ethos where children were valued and their right to play was fully supported. Staff empowered children to be successful, this was demonstrated by children who proudly and confidently showed us round their playroom and who were excited to show us the areas they enjoyed playing in.

Staff had a very good understanding of child development, relevant theory and practice which supported the high-quality play and learning that engaged children in a meaningful way. For example, staff effectively encouraged children to follow their interests and curiosities, which were evident in the play spaces we observed. Children's voice was highly valued as staff skilfully questioned children's thinking and curiosity

which widened their skills and enabled them to lead their own play. As a resulted children were motivated to learn and achieve.

Language, literacy, and numeracy were very well supported. Staff were committed to developing strategies learned from recent training which enhanced children's experiences. For example, 'Word Aware' strategies and children choosing stories supported them to identify and use new words which they referred to during their play. Staff used Makaton signs consistently to promote children's communication and language development and enthusiastically read the children stories. These approaches supported early language skills through the promotion of vocabulary and a love of listening to stories. Numeracy opportunities were embedded throughout the environment, we heard children confidently talking about numbers and their interest in pattern formation. This promoted children's numeric and mathematical thinking in their play.

Planning approaches to children's learning had been reviewed with support from the local authority and a new process was being implemented at the time of the inspection. Children's progress was shared with families through an online digital app. We found these observations were not always consistent in quality. Some were descriptions of play experiences and not focused on children's individual learning. A more robust system was needed to track children's identified next steps in learning. This would enable staff to ensure children were achieving their goals. We spoke with the manager about children's observations and next steps in learning. They told us this had been identified through their monitoring processes and the learning cycle would become a service improvement priority. (See area for improvement 1)

Floor books captured children's views, curiosities, and ideas. We found these could be further developed to record the depth and progression in children's learning that we were observing. This would support children to revisit and consolidate their learning. (See area for improvement 1)

Areas for improvement

1. To support children to reach their full potential, staff should review the current learning cycle. This should include but is not limited to:

a) observations of learning should be focused and individual to each child
b) next steps in learning should be tracked to ensure children are achieving their goals
c) floor books should be further developed to capture the progression and depth in learning.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that 'I am supported to achieve my potential in education and employment if this is right for me.' (HSCS 1.27)

How good is our setting? 4 - Good

We evaluated this key question as good, where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

2.2. Children experience high quality facilities

Children and families benefitted from a service that was well maintained, inviting, and furnished to a high standard. The playroom was bright, clean and well-ventilated throughout the day. Play spaces were carefully thought out and reflected children's interests and planned learning experiences. Cosy and nurturing spaces enabled children to enjoy some quieter time together. These areas were well accessed by

the children, who played happily, making up beds, and looking through books together. This told us children felt safe and secure.

Staff valued the importance of outdoor play. Outdoor spaces were secure and supported children's overall development. We found children benefitted from free flow play between the indoor and outdoor area. This enabled children to have choice, direct their own play and supported them to be active and healthy.

Children benefited from staff who were skilled and demonstrated an enabling attitude. Skilled questioning was used meaningfully to effectively allow children to take positive risks while playing outdoors. This resulted in children considering how best to keep themselves and others safe during play. They worked co-operatively with larger loose parts to further develop their balancing skills and practised pedalling on the nursery bikes. This contributed to children being confident when playing outdoors and creating imaginative play experiences for themselves.

Children and families were very well supported with transitions. For example, a shared space with the primary one class meant children could play with older siblings and visit primary one at a pace that was right for them. A parent told us, 'The shared space with primary one has really helped support us with the move up into the school'. The staff told us of their plans to enhance this space and how they were collaboratively working with the primary one teacher to provide further opportunities that would challenge children's learning within the indoor nursery environment.

Children confidently washed their hands after toileting, playing outside and before mealtimes. However, we found some infection prevention and control practices could be more robust. For example, after washing their hands in the playroom, we observed some children touching the walls and doors enroute to the school dining hall and they did not wash their hands again prior to eating their lunch. On returning to the playroom from the dining hall, children did not wash their hands. We observed the toilet door leading into the playroom was propped open. We signposted the manager and staff to best practice documents, Space to Grow and Infection Prevention and Control in Childcare Settings (Day Care and Childminding Settings) available on the Care Inspectorate Hub to help improve a safer environment. They were responsive to our suggestions and had put temporary solutions in place when we visited the service the following day. (See area for improvement 1)

Areas for improvement

1. To keep children safe and healthy and to promote their wellbeing, staff should ensure that effective infection protection and control measures are in place. This is to ensure that infection prevention and control practices are consistent with the NHS Scotland document Infection Prevention and Control in Childcare Settings (Day Care and Childminding Settings) and the Scottish Government's document Space to Grow.

This should include but is not limited to:

a) maintaining high standards of hand hygiene, including before children eat their lunch and when they return to the playroom from the school dining hall
b) the toilet door leading into the playroom should not be propped open.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that 'I experience high quality care and support based on relevant evidence, guidance and best practice.' (HSCS 4.11)

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.

3.1 Quality assurance and improvement are led well

The manager was a strong, visible, and inspiring leader which resulted in staff who had high aspirations to support children to reach their full potential. The manager and staff team had worked hard on building positive working relationships which reflected a strong workforce. The manager spoke of their highly valued partnership with the local authority. We found they worked successfully together to identify and improve outcomes. Overall, we found that everyone worked confidently and cohesively together to influence positive change.

The manager had taken significant steps to embed a strong sense of commitment to continuous service development. They were aware that high quality play and learning needs to be at the heart of the service. This contributed towards the clear cycle of reflection and improvement within the service. A realistic improvement plan was driving forward nursery developments. Staff understood their role in reviewing and evaluating improvements within service provision. These opportunities ensured that everyone working in the service felt valued and listened to as part of the service's ongoing improvement work. This resulted in a positive team ethos and a sense of shared purpose and vision of what was important to the service.

Effective self-evaluation processes and robust monitoring systems were in place which were having a positive impact on improving outcomes. Staff reflected on their practice together which enabled the manager and staff team to identify what was working well and what could be improved.

Staff had developed meaningful relationships with families who were encouraged to participate in the life of the nursery. This was strengthened through a family learning programme. For example, families were invited to 'Cuppa chat' events, craft making, and baking sessions'. This holistic approach helped families feel included in their child's play and learning. Parents we spoke to were highly complimentary of the staff team their comments included, 'They are all so friendly and welcoming', 'The staff are approachable and skilled at what they do', 'They are so good, my child does not want to come home'.

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.

4.3 Staff deployment

Staff were confident, happy and morale was high. They told us they were happy in their roles and felt supported by each other and the manager. We found they were respectful towards one another and knew each other's strengths which they effectively used to enhance children's experiences. Throughout the day they communicated well and worked together to ensure continuity of children's care was consistent. We found there was a good mix of skills and knowledge, and staff were motivated and committed to providing positive outcomes for children.

Staff had a very good understanding of current guidance and were committed to ongoing professional development. They accessed a variety of training to enhance their knowledge and learn new skills. Staff confidently told us of how they shared their learning with their colleagues and how it had impacted

positively to improve outcomes. They used their knowledge of early education and childcare to support children to reach their full potential.
Interactions in children`s play were sensitive, well-considered and well-timed. Staff were very skilled which supported children to extend their play and learning, and feel safe and loved.

The deployment and levels of staff within the service were appropriate to ensure effective care and support for all children throughout the day. The manager monitored staff deployment on a regular basis, giving clear feedback to staff to ensure a consistent approach. Staff breaks were well planned to ensure there were no disruptions to children's care and learning. Staff from the primary one class provided cover for staff absence within the nursery. This meant staff were familiar to the children and ensured routines were not disrupted. This contributed to children's sense of security and overall wellbeing.

Staff were dedicated and committed to providing the best outcomes for the children and their families. A strong focus on the children being at the centre of everyone's purpose was evident and we found the staff team were well placed to continue their improvement journey.

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?	4 - Good
1.1 Nurturing care and support	5 - Very Good
1.3 Play and learning	4 - Good

How good is our setting?	4 - Good
2.2 Children experience high quality facilities	4 - 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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