Coupar Angus Primary School Nursery
Day Care of Children

School Road
Coupar Angus
Blairgowrie
PH13 9AS

Telephone: 01250 871 400

Type of inspection:
Unannounced

Completed on:
13 September 2022

Service provided by:
Perth & Kinross Council

Service provider number:
SP2003003370

Service no:
CS2003016076

About the service

Coupar Angus Primary School Nursery is registered to provide care for 72 children aged from 2 to those not yet attending primary school.

Children are cared for in a large open plan space with direct access to a secure outdoor play area. The nursery is within the town of Coupar Angus and is provided by Perth and Kinross Council.

About the inspection

This was an unannounced which took place on 12 September 2022 between 09:30 and 17:30. The inspection was carried out by two inspectors from the Care Inspectorate. To prepare for the inspection we reviewed information about this service. This included previous inspection findings, information submitted by the service and intelligence gathered since the last inspection. In making our evaluations of the service we:

- spoke with children using the service
- received four responses to our online questionnaire
- spoke with staff and management
- observed practice
- reviewed documents

Key messages

- Children benefited from staff who knew them well
- Staff interactions were nurturing, caring and kind
- All children could choose where to play which supported children's choice and independence in leading their play.
- Personal planning should be reviewed to ensure all children get the right support at the right time
- Children experienced a calm, warm and welcoming environment.
- A strong shared vision, values, aims and objectives positively informed practice.
- Children were supported by motivated and enthusiastic staff who were committed to their role.

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?	5 - Very Good
How good is our leadership?	4 - 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 made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant positive impact on children's experiences.

1.1 Nurturing care and support

Children benefited from staff who knew them well. Staff interactions were nurturing, caring and kind which supported children to feel comfortable and at ease. Staff communicated with children at their level in a quiet and sensitive way. As a result of these supportive interactions, close bonds between staff and children had been developed. These helped children feel included and safe as they were cared for in a consistent way.

Children experienced an unhurried and sociable lunch time. Staff joined children at lunch time, promoting meaningful conversations. This contributed to the sociable experience for children and allowed an opportunity for emerging language skills to be developed. There were some missed opportunities for choice and independence at lunch time. We discussed with the senior management team how this could be improved to allow children increased opportunities for self-service. This could enhance children's independence skills and provide further opportunities for choice.

Partnership working with parents, carers and other agencies supported information sharing. Children with identified additional needs had strategies and techniques agreed which supported their development. As a result, these children experienced a consistent approach which promoted them to achieve. However, personal plans could be further developed to contain more detailed information on how children's individual needs will be met. For example, children who would benefit from additional support did not have clear strategies in place, so at times, they weren't getting the right support at the right time. Reviewing personal plan information held will support staff to meet children's needs and ensure strategies are effective. At review, this will help identify progress made and plan appropriate next steps for their continued learning and development.

1.3 Play and learning

Children's play and learning was supported well during the inspection. We observed staff to be responsive to children's requests in their play and intervened at a time that was appropriate for the child. This contributed to children feeling valued and having the ability to lead their learning by following their interests. However, during times of key transition for example lunchtime, staff became task oriented. This resulted in some children becoming disengaged and disrupting other children's experiences. To reduce interruptions to children's play and experiences we asked the management team to review some of the arrangements in place.

The free flow nature of the play space meant that all children could choose where to play which supported children's choice and independence in leading their play. Children under three years were provided with interesting and exciting opportunities to promote their schematic and sensory play. This ensured younger children were fully engaged in experiences that were developmentally appropriate for them. Older children accessed resources which reflected their current interests and promoted children's curiosity and imaginative play experiences. Staff used effective questioning to extend and support children's learning. Opportunities for language, literacy and numeracy were well supported by staff interactions.

Children's ongoing learning and developmental progression was supported by sharing observations and next steps with parents via a digital platform. Observations detailed significant learning and next steps were relevant to individual children. As a result, children were effectively supported to learn and progress. Floor books captured children's learning and experiences. The service had identified this as an area for development to ensure children's voice is effectively captured.

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 quality key question as very good.

2.2 Children experience high quality facilities

The premises offered a calm, warm and welcoming environment. It was clean, tidy and a well- maintained space that had plenty of natural light for children to play, learn and relax.

Play opportunities supported children's curiosity, enquiry, and creativity. Children freely accessed a wealth of interesting resources and objects to extend their play. This contributed to them developing a sense of ownership and respect for their environment. Children benefited from a well resourced indoor play area. A range of spaces were available for children to make choices, support interests and develop ideas. We saw children who explored happily and were engaged in the play, creating messy art work and playing with friends.

Health and well-being was promoted through outdoor play experiences. All children enjoyed free flow access between the indoor and outdoor area which enabled them to be independent, direct their own play and supported them to be active and healthy. The garden provided a range of spaces for development of physical skills and exploration. Opportunities for children to explore on larger scale were provided with the use of loose parts.

There were areas for children to access soft furnishings and cosy spaces which supported their well-being. These spaces helped children relax, self-regulate, and feel safe.

How good is our leadership? 4 - Good

We made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement.

3.1 Quality assurance and improvement are led well

Children benefitted from a positive ethos of continuous improvement throughout the staff team. The management team had a strong shared vision, aims and objectives that positively informed practice. Staff, families, and children had been involved in promoting a shared vision for the setting. This contributed to the strong relationship's families had with the service as they felt valued and respected.

Quality assurance and an ethos of continuous improvement were evident throughout the setting with the management team and staff working hard to develop children's experiences. A quality assurance calendar was in place that ensured audits of various aspects of the nursery were routinely carried out. We discussed the value of further developing quality assurance processes to encompass whole experiences. For example, reviewing before and after lunch time as part of the lunch time experience monitoring. This will further support the management team to identify areas for improvement.

Staff were fully involved in the self-evaluation process. Effective use of best practise documents was supporting the overall evaluation of key performance indicators. This supported staff to be reflective in their practice and make informed changes to improve outcomes for children.

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 quality key question as very good.

4.3 Staff deployment

Children benefited from a caring and nurturing staff team who knew them very well. They recognised that continuity of care was important for children. However, on the day of inspection we noted that key information was not shared effectively with staff. We discussed with the service ways in which this could be improved to ensure all children needs were consistently met. There were sufficient staff in place to ensure children were appropriately supervised throughout their session.

Staff were deployed in a way that ensured children who required individual support at busier times of day felt respected and included in daily experiences. There was a good mix of skills and experience across the nursery. They communicated well and in a respectful manner to ensure children's needs were met. This contributed to children being respected and created a positive team ethos within the service.

Children were supported by motivated and enthusiastic staff who were committed to their role. Staff shared a common vision and worked hard to achieve high quality play and learning for children. They worked well together and had created a warm and welcoming environment for children. Regular team meetings took place meaning that there were opportunities for information sharing between the staff team. Parents told us staff were friendly, caring and professional. This contributed to positive relationships between staff and families.

Nursery staff felt valued and listened to as they worked together to reflect on their practice, recognise challenges and identity ways to move forward on their improvement journey. This process had a positive impact on their morale and helped to promote a shared ethos with a focus on developing high quality play and learning.

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	4 - Good
1.3 Play and learning	4 - Good

How good is our setting?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very Good

How good is our leadership?	4 - Good
3.1 Quality assurance and improvement are led well	4 - Good

How good is our staff team?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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