Inchture Primary School Nursery
Day Care of Children

Main Street
Inchture
Perth
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Type of inspection:
Unannounced

Completed on:
20 March 2023

Service provided by:
Perth & Kinross Council

Service provider number:
SP2003003370

Service no:
CS2003016077

About the service

Inchture Primary School Nursery is a daycare for children provided by Perth and Kinross Council. The service is registered to provide care to 58 children aged two years to those not yet attending primary school.

The service operates from a purpose built facility, within the grounds of Inchture Primary School, Inchture. Accommodation consists of one large play space, large cloakroom area, children's toileting facilities and a garden area. The nursery is close to local amenities within the village and on a bus route for access to nearby towns.

About the inspection

This was an unannounced inspection which took place on 16 March 2023 between 09:30 and 16:30. 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, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- observed children using the service.
- spoke with parents face to face and received feedback via email
- spoke with the staff and senior management team
- observed practice
- reviewed documents
- spoke with visiting professional

Key messages

- Partnership working with families had been well established, this contributed to supporting the holistic needs of each child and their family to improve their wellbeing.
- Children were key partners in developing and improving their service, they were empowered to make decisions and form future developments through highly effective practices.
- Highly effective self-evaluation and reflection on practice enabled the senior leadership team and staff to clearly identify what was working well and what could be improved.
- Children were cared for by staff who were warm, compassionate and nurturing, supporting their wellbeing, play and learning.
- The passionate, solution focused team were committed to delivering high quality experiences for children and families resulting in improved outcomes for children and their families.

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?	6 - Excellent
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 quality key question as very good.

1.1 Nurturing care and support

Children experienced nurturing and compassionate care. Interactions between children and staff were respectful, supporting children to feel safe and well cared for. Strong attachments with staff contributed to children remaining very happy and relaxed in the service. Staff were in tune to children and their needs, responding to children's requests and picking up on their cues. Children were provided with comfort and reassurance which contributed to positive relationships being formed and supported them to feel loved.

Children's wellbeing was enhanced through effective personal planning. Children received consistent care and support. Information recorded in plans was updated regularly and ensured that children's care was individual. Positive relationships with families meant children received care which was tailored to meet their individual needs. As a result, families felt meaningfully involved in their child's care.

Children experienced an unhurried, calm, and sociable lunch time. Staff had created a homely experience for children with the use of centre pieces, real crockery and cutlery which contributed to the positive lunch time experience. Staff joined children at lunch time, modelling good eating habits and promoted meaningful conversations and provided children with an opportunity to talk about their day at nursery. This contributed to the sociable experience for children and allowed an opportunity for emerging language skills to be developed.

Partnership working with families had been well established. Staff recognised the importance of engaging with children and their families at the earliest possible stage implementing a transition program with the local playgroup. Ongoing opportunities such as 'book bug', 'PEEP' and 'Nursery Natter' sessions provided meaningful experiences for families to engage in. One parent told us, "I feel incredibly welcome in the nursery and am regularly invited to different sessions to engage in play and learning with my child which provides me with a wide range of experiences and help me support their play and learning better". This contributed to supporting the holistic needs of each child and their family to improve their wellbeing.

Staff implemented infection, prevention and control routines to minimise the potential spread of infection. Children were encouraged to wash hands frequently and at appropriate times. Established routines meant children were supported to be healthy.

1.3 Play and learning

Children benefited from a well organised environment where a range of activities supported their learning and development. We saw children use their imagination, curiosity, and investigation. Staff used open questions to support children to talk about their learning and used their ideas to develop their play. As a result, we saw that children were busy and fully engaged in a wide variety of learning experiences, both indoors and outdoors.

Children were having fun while leading their own play. They moved freely between the indoor and outdoor environments to explore and develop their imaginations. Children were highly engaged in play within the art and craft area where they developed their creativity and critical thinking skills. One child excitedly demonstrated how their 'suction pipe' worked and told us they were going to be an engineer when they grew up.

Numeracy and literacy were naturally incorporated into most play areas within the nursery. Children had the opportunity to develop their numeracy and literacy skills and mathematical language using visual recipes to make playdough. Books were on offer throughout the nursery and real life resources supported numeracy and literacy in the construction area. Story sharing and group times offered further fun experiences where numeracy and literacy were naturally embedded throughout the children's play and learning. As a result, children were happy, confident and were making progress. The service had identified that they could further develop opportunities for curiosity and enquiry with the use of loose parts, open ended and real resources.

Responsive planning was in place which supported and extended children's interests and play through a balance of planned and spontaneous learning opportunities. As a result, children were happy, engaged in their play and progressing well. One parent commented, "I feel like (child) interests are listened to, the learning is child led and the children are challenged too". Staff accurately recorded specific observations of play and learning which were displayed in the children's online learning portfolios and shared with families. These were enhanced by the effective use of digital technology. For example, children were confident and competent at recording their voice to describe their learning. This supported children to take ownership of their play and learning. Children captured their learning and interests in a detailed floor book, staff were proactive in planning and implementing further experiences to enhance and widen children's learning. We saw evidence of children revisiting prior learning within the floor book. This demonstrated children's depth and breadth of learning across the curriculum. Effective tracking of progress ensured that all children were supported on an individual basis. As a result, children were effectively supported to learn and progress.

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.

The nursery was welcoming and inviting for children and families. Children's artwork and photographs from home were displayed to ensure children felt valued and respected. Natural furnishings and resources provided a calming and nurturing environment for children to play and learn. Furniture was all of an appropriate size to support the age and stage of development of children. The environment was well considered and supported quality play and learning experiences.

Children had access to resources that were clean, well-organised, which encouraged exploration, enquiry and fun. The continuous provision indoors and outdoors had been well considered to include age and stage appropriate resources, and interesting, open ended and natural resources. The committed staff team ensured that areas were well resourced, set up and supported children to be independent and lead their own learning. As a result, children were enabled to explore opportunities which promoted and challenged their curiosity and imagination. We observed children following their own interests within the play spaces and staff supported this very well.

Staff recognised the benefits of outdoor play and provided children with daily opportunities for free flow access between the indoor and outdoor nursery areas. This enabled children to be independent, direct their own play and supported them to be active and healthy. The outdoor space was an interesting and exciting space for children and provided a range of play opportunities to extend learning, follow interests and be immersed in nature. Outdoors, children had access to a range of loose parts including, tyres, plastic pipes and sticks. Areas to climb, run and explore also provided opportunities for children to develop their gross motor skills.

Staff were aware of the 'Keeping Children Safe - Look, Think, Act Campaign' to support awareness raising of potential risks in their setting. Staff used this knowledge to effectively engage with children to identify and managing risks. Children were supported to sign in independently each day, and were actively encouraged throughout the nursery day or, during transition times, to take head counts and use 'SIMOA' the elephant to identify risks in their play. This supported children to develop an awareness of safety and build self-confidence in identifying and managing risk.

How good is our leadership? 6 - Excellent

We evaluated this key question as excellent, where performance was sector leading with outstanding high outcomes for children.

3.1 Quality assurance and improvements are led well

Leaders were highly effective at promoting and sustaining a shared vision for the setting that reflected the aspirations of children, families and the wider community. In consultation with all stakeholders, vision, values and aims had been developed that clearly reflected the service. This meant that all staff worked in unison to uphold and deliver this in their daily practice, as a result children were experiencing a service that was tailored towards the needs of them and their families. This demonstrated their commitment and passion to delivering improved outcomes for children and families. One parent told us, "The service seems to have strong leadership, but the staff are all nurturing and involved".

Children, families and staff were at the heart of ongoing improvements within the service, one parent told us, "It is so clear that the culture is one of learning and listening to the children and parents and it is so refreshing". High quality practice and improving outcomes for children was at the forefront of the centre improvement plan. Priorities were measurable, realistic, and resulted in the best outcomes for children attending. Staff were meaningfully and actively involved in reviewing and evaluating the improvement plan as part of their regular meetings. These opportunities ensured that everyone working in the service felt valued and listened to as part of the service's ongoing improvement work. As a result, staff were fully invested in ensuring the service delivered consistently high-quality outcomes for all children. Leadership at all levels was firmly embedded in practice. The staff team had specific roles within improvement priorities which ensured that they were led well and impacted positively on the development of the service. As a result, children benefitted from a service that continually improved. This further contributed to the shared aspirations of the whole team, creating a positive team ethos and a sense of shared purpose and vision.

The service had developed meaningful and innovative ways to actively involve children in their self-evaluation and journey of improvement. Highly effective questions and discussions which were directly linked to the centre improvement plan empowered children to shape the direction of the service. Parents told us, "I think they do a fantastic job of giving the children a voice in making decisions. My child is always telling me about the ways the children are planning events e.g. Christmas party or how to improve things e.g. the garden. It makes my child so happy to be listened to and get to make decisions". This enabled children to have ownership of their service and created opportunities to work in genuine partnership to improve their nursery experiences.

Highly effective use of digital technology provided opportunities for the service to gather views, ideas and opinions from children and families. QR codes were used to allow families to access children's new and prior learning with ease. This in turn, meant that parents could meaningfully contribute to self-evaluation using MS Forms. The service had carefully considered the questions used to ensure that feedback given could inform and develop practice to improve outcomes for children and their families. The service shared 'you said, we did' very effectively to engage with families and created conditions where everyone felt valued and could influence change. This contributed to the genuine partnership working between the service and families, creating an ethos of inclusion, respect and unity.

Extensive and robust formal and informal quality assurance processes allowed focussed and meaningful opportunities for the management team and staff to review and monitor various aspects of the service. This meant that areas for improvement were identified promptly, shared with staff and actions taken to make positive changes to children's experiences. This resulted in significant positive impacts on children's learning and experiences.

Strong, inspiring leadership resulted in staff who had high aspirations and confidence in their capacity to support children and families to reach their full potential. There was a clear cycle of reflection and improvement within the service. The management team should continue to embed and sustain the sector leading practices to ensure children and families continue to experience high quality care and support.

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

Positive working relationships had been formed between staff which meant they were all meaningfully contributing to the inclusive and positive ethos of trust and respect. The staff team worked collaboratively and supported each other very well. Regular staff meetings empowered staff to take part in professional discussions, reflect as a team, and discuss children's learning. The leadership ensured that all staff were meaningfully included in this process. As a result, the staff team were fully involved in the development and running of the service, which contributed to the shared aspirations of the whole team. This meant that staff felt valued and empowered to grow professionally and provided children with a happy, secure and supportive environment.

The passionate, solution focused team were committed to delivering high quality experiences for children and families. There was very good communication throughout the team, which ensured consistent approaches and a shared understanding of the priorities of the service. This was echoed by parents who told us, "All the staff clearly care a great deal about the children and making sure they are happy, learning and developing" and, "The staff leave no stone unturned in their practice. They are a strong, dedicated team".

Effective staff deployment across the service meant that the right number of staff were meeting children's individual needs, consistently throughout the day. Staff were proactive in recognising any gaps and ensuring effective supervision and quality engagement with children. Staff placed themselves thoughtfully during busier times to ensure all children's individual needs were well considered. As a result, children benefitted from a very calm and positive experience. Transitions were well managed throughout the day, such as at drop off or pick up times. One parent told us, "the nursery staff are always available and approachable at drop off and pick up for smaller chats and questions". This further contributed to the highly effective relationships that had been established between families and the service.

Staff were highly motivated and clear about their roles. They worked very well as a team by sharing ideas and communicating effectively. Staff were confident in their leadership roles and regularly shared best practice with their peers and families. One parent commented, "Nursery information is also communicated in the nursery walls through displays in the cloakroom which show the nursery development priorities, trainings and progress". Staff told us they were listened to, felt valued and were fully aware of the improvement plan and their role in implementing this. Staff values, skills, experience and knowledge resulted in high quality experiences for children.

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?	6 - Excellent
3.1 Quality assurance and improvement are led well	6 - Excellent

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

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