Balbeggie Primary School Nursery
Day Care of Children

Main Street
Balbeggie
Perth
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Telephone: 01738 454 490

Type of inspection:
Unannounced

Completed on:
10 December 2024

Service provided by:
Perth & Kinross Council

Service provider number:
SP2003003370

Service no:
CS2003016085

About the service

Balbeggie Primary School Nursery is a day care of children service, registered to provide care to a maximum of 20 children at the morning session and 20 children during the afternoon session. The age range of the children will be from 3 years to those not yet attending primary school.

The day care operates from a classroom within Balbeggie Primary School, Balbeggie, Perthshire. The children have indirect access to the school playground and garden area. The nursery has a secure door entry system in place.

About the inspection

This was an unannounced inspection which took place on 9 and 10 December 2024 between 09:15 and 15:15. One inspector carried out the inspection.

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.

To inform our evaluation we:

- spoke with four children using the service
- received 10 completed questionnaires from parents or carers
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

Key messages

Children were well nurtured and cared for. Families were supported to be involved across different aspects of their child's care and support which enhanced positive attachments.

Staff had successfully created a positive atmosphere, where children and families felt comfortable and safe. Staff were attuned to children's needs and respected their rights.

Staff had a good understanding of child development, relevant theory and practice. The service were developing their planning approaches to enable children to fully lead their own learning.

The management team were well organised and had very good quality assurance systems which support self-evaluation.

The deployment of the staff team enabled them to be fully engaged and present in children's care, play and learning. Most parents knew staff well and were able to share the positive impact they had had on their children's experience and outcomes.

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?	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? 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.

Quality Indicator 1.1: Nurturing care and support

Children were nurtured through daily experiences. Staff led with warm, respectful interactions to support children feel safe and secure. One parent told us, "All the staff in the nursery are fantastic, they have taken the time to get to know my child, nothing is ever too much of an ask, they go out of their way to make sure my child is happy and feels content going in". This resulted in confident children who were at home in the setting.

Children's wellbeing benefitted from effective personal planning. Staff worked closely with parents to ensure they had the right information to support their child. One parent told us, "I have just recently sat down with my child's keyworker to discuss my child's plan. It was great to see what she'd been doing and her targets etc. I was asked for my views and opinions". As a result, children had tailored support strategies that were designed to support them reach their full potential.

Children experienced mealtimes that were calm and sociable. Children were seen to be happy and comfortable during this time, speaking with friends and enjoying their food. Staff facilitated this time well by sitting with children. This resulted in them being able to promote healthy eating habits and to keep children safe. Children were encouraged to be lunch and snack helpers and were proud to have this role. They set up the spaces for other children, decorating with centre pieces and laying out cutlery. This promoted responsibility and positive attachments.

Staff understood the benefits of working with external professionals. As a result, they had formed good working relationships with other agencies such as, Speech and Language Therapists. Chronologies for recording significant events in children's lives, were in place. These supported staff to identify where children could benefit from early intervention.

Staff had a good knowledge and understanding of their roles and responsibilities in safeguarding children. They undertook regular training to ensure they followed good practice. This impacted positively on children's health and wellbeing.

Quality Indicator 1.3: Play and learning

All children were seen to be engaged in their play and learning and having fun as a result. Staff provided a very good balance of spontaneous and planned play opportunities, which drew from children's needs and interest. This created a rich and inclusive learning environment. All children were able to lead their own play as the environment promoted choice and independence. Parents told us, "My child experiences a wide range of activities and often speaks about them in a positive way when they come home. They often talk about being outside, painting, reading, playing on the tyre swing etc". As a result, children were happy and fully immersed in their play and learning.

Children's play and learning environments were enriched with a variety of language, literacy and numeracy. Staff facilitated these opportunities well, for example, supporting children to re-enact their favourite stories. This impacted positively on all children's learning and development.

Children were empowered by staff who were responsive to their interests. The learning environment and planning approaches centred around children's voice. Staff used observations and mind maps to record and keep track of their views and opinions. Parents and carers were also invited to add to these as they wished to share their views. As a result, children and families were confident in sharing their ideas as they trusted staff would listen and act upon them.

Staff demonstrated a very good understanding of child development and relevant theories. They applied this very well to practice, resulting in children benefitting from skilled interactions. For example, they often used effective questioning to extend children's interest and explore problem solving. As a result, high quality experiences were created for all age groups to support them achieve their full potential.

Children's experiences and outcomes were recorded in online learning journals and group floorbooks. These included, observations by staff that illustrated children's learning, photographs and children's voices. Staff used a full range of information, such as milestone trackers, to monitor children's progress and support their development. Most individualised next steps were realistic and manageable for children. This supported children to develop a broad range of lifelong learning skills. As a result, children were progressing well.

Children's play and learning was enhanced through positive experiences in the community. For example, visiting the local shop and coming together with families to share play and learning experiences. This positively impacted on children's sense of belonging and broadened their experiences.

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 key question as very good.

Quality Indicator 2.2: Children experience high quality facilities

The setting was well furnished, comfortable and homely for the children. Staff and parents worked well together to create a welcoming space that supported children to feel safe and valued. One parent told us, "Every single day, we're greeted by the staff with smiley faces, my child is always asked how they are and that their friends are waiting and what they've planned for the day". Displays within the playroom promoted children's ownership of the space. These included, photographs from home and previous play and learning experiences. This contributed to a warm and inclusive environment.

The indoor and outdoor environments where structured to take account of all children's ages and stages of development. Learning spaces reflected some of children's current interests and curiosities. The use of real-life experiences and loose parts enhanced opportunities for children to explore their play and learning. Parents were included in the development of the outdoor space, for example, one told us, "we are asked for our opinion and for suggestions to develop the nursery and outdoor area". As a result, children benefitted from having access to fresh air and explore their natural world.

Staff adapted spaces well to meet children's needs. For example, one member of staff was almost always outside to support free flow between indoor and outdoor. Staff throughout the school worked well together to share spaces including, classrooms and a cosy hub. This fully supported children's choice and showed them that they mattered.

The setting and equipment were safe and well-maintained. Good arrangements were in place for the monitoring and maintenance of equipment to ensure that damaged items were promptly fixed or replaced. All staff acted quickly to resolve any issues to ensure children were safe.

The setting was fully secure. Risk assessments were carried out regularly to highlight risks and identify where mitigation measures were necessary. A secure entry system ensured children were safe. Other safety measures such as, an alarm and additional locks on gates were in place to promote children's safety.

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.

Quality Indicator 3.1: Quality assurance and improvement are led well

Children and families benefitted from a shared vision, values, aims and objectives that positively informed practice. Consultation was an ongoing commitment to ensure they remained reflective of the children, families, staff and wider community. As a result, the ethos in the service was warm, nurturing and fully inclusive.

Staff had a comprehensive understanding of the importance of using the views of children and families. One parent told us, "I never feel rushed out the door and my child is never pushed into the class room. Everyday there's a member of staff asking how my child/I am, what they'd like to do that day etc. There's always an opportunity to speak to a member of staff about anything important so I always leave my child feeling content". Stay and play visits were offered to include families and gather their views and opinions. A display was designed to showcase the experiences of the stay and play visits. This included, a poster detailing how the staff had responded and acted on their feedback. This contributed to driving change that supported the needs and wishes of children and families using the service.

Quality assurance, including a self-evaluation and an improvement plan, were in place and led to continuous improvement. The management team worked well together to raise standards and address where support could be given to staff, when necessary. This positively impacted on children's experiences and outcomes as a result.

Reflective practices were fully embedded throughout the staff team. Evaluations were found to be honest and valuable in raising standards. Staff told us they felt appreciated and listened to by management, which enabled them to feel empowered. This contributed to a very good cycle of continuous improvement in the service.

Strong leadership resulted in staff having confidence in their own capacity to improve. Leadership roles such as, emotion works champion and numeracy champion, gave staff ownership within the setting. They skilfully applied theory to ensure any changes positively impacted on children's outcomes. This ensured children's care, play and learning needs remained at the heart of decision making.

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.

Quality Indicator 4.3: Staff deployment

Staff were warm, welcoming and engaged positively in the inspection process. It was evident through discussions that they were committed and enthusiastic professionals. We found evidence of effective teamworking throughout the nursery. One parent told us, "Staff have excellent communication and have made myself and my child feel confident that my child is being looked after". The team were committed to improving outcomes for children and were very supportive of each other. As a result, children received very good quality care, play and learning experiences.

Staff communicated well with one another and deployed themselves effectively across the spaces. They ensured they communicated well if a task took them away from children. This meant that children experienced continuity of care. Staff understood when to engage and when to stand back and enable children to develop their play at their pace. As a result, children were confident and fully secure in the space.

The deployment of the staff team enabled them to be fully engaged and present in children's care, play and learning. A parent told us, "I feel that there are always staff available and if there have been absences they have been covered". Leaders recognised the need for high quality interactions that promoted children's wellbeing and safety. Staff breaks were planned to minimise impact on the children whilst enabling staff to rest and be refreshed. As a result, staff were able to meet children's needs without compromising on other's experiences.

The staff routinely engaged in a range of professional learning activities that built on and sustained their practice. We found staff were confident in discussing how they had improved their practice as a result of their own professional learning activities. This learning had a positive impact on the quality of experiences for children, their progress and wider improvements in the setting.

Staff told us they felt well-supported in their roles. They felt that they received supportive feedback on their work and felt able to approach the leadership team for support or with ideas to improve the service. Staff told us that they were able to share their views and their own wellbeing was well considered. This contributed to a positive ethos within the service.

What the service has done to meet any areas for improvement we made at or since the last inspection

Areas for improvement

Previous area for improvement 1

To protect the safety and wellbeing of the children, the service and provider should ensure the main entrance door used for access to the nursery is secured by some means; fitting a security system or a bell/ buzzer to alert staff when the door is opened if unsupervised by staff. While this is being actioned a risk assessment and appropriate procedures should be put in place to ensure the children are safe and secure while attending the nursery.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'My environment is safe and secure' (HSCS 5.17).

This area for improvement was made on 5 February 2020.

Action taken since then

The setting was fully secure. Risk assessments were carried out regularly to highlight risks and identify where mitigation measures were necessary. A secure entry system ensured children were safe. Other safety measures such as, an alarm and additional locks on gates were in place to promote children's safety.

This area for improvement has been met.

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?	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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