Inch View Primary School Nursery and Wrap Around Care Service
Day Care of Children

Glenearn Community Campus
Glenearn Road
Perth
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Telephone: 01738 472 450

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Unannounced

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Perth & Kinross Council

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HAPPY TO TRANSLATE

About the service

Inch View Primary School Nursery and Wrap Around Care operates within Inch View Primary School in Perth. The service is registered to provide a care service to a maximum of 157 children at any one time, age from 2 to 12 years of whom: no more than 20 may be aged 2-3 years and no more than 60 may be of an age to attend Primary School to 12 years.

Nursery children are cared for in a large open plan area and have access to secure outdoor areas. Children attending the Wrap Around Care service have the use of two rooms within the school, the school dining hall and other school facilities including outdoor areas. The service is provided by Perth and Kinross council.

About the inspection

This was an unannounced which took place on 20 and 21 March 2023 . 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, registration information, information submitted by the service and intelligence gathered since the last inspection. In making our evaluations of the service we:

- spoke with 15 people using the service and five of their family members
- spoke with ten staff and management
- observed practice and daily life
- reviewed documents.

Key messages

Nursery children were cared for by staff that knew them very well which nurtured their sense of security and confidence.

Children in the wrap around care had ownership of their club and actively planned their experiences.

Personal planning in the wrap around care service requires improvement.

Nursery children benefitted from mealtimes that were sociable and unhurried.

Nursey children benefitted from a balance of spontaneous and planned high quality learning experiences which promoted their choice and independence skills.

Nursery staff were very good at developing positive and meaningful relationships with children and their families.

Self-evaluation and quality assurance processes should be improved within the wrap around care service to promote and support service development.

To keep children safe and healthy, the provider should ensure that toilet facilities follow best practice guidance.

Leaders were visible and worked collaboratively with families and the staff team to improve 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?	4 - Good
How good is our setting?	4 - Good
How good is our leadership?	4 - Good
How good is our staff team?	4 - 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

Nursery children were nurtured and cared for by staff who knew them all very well. Staff were fun, kind and caring in their approach to children and it was evident positive relationships had been formed. Children sought out key members of staff for reassurance which was given with warmth and affection. As a result, children's needs were met as they were listened to and loved. This nurtured their sense of security and confidence, and they were happy and settled in the setting. Families held the nursery staff team in high regard, they told us they knew their children as individuals and that they had positive relationships with their children's key worker.

In the wrap around care children were having fun with their peers and appeared to be happy and confident. Most staff interactions were positive, however at times, staff were task orientated. This meant that children were not always offered support in a nurturing way. For example, at snack time, staff were very busy pouring drinks and giving children their snack and we observed staff talking over children who were confiding in them. As a result, they were unable to offer the appropriate support and reassurance at a time when it was most needed. After our suggestions and on our second visit staff had improved the snack time experience. Children were provided with more opportunities for choice, responsibility, and independence. This afforded staff the time to sit with children and interact with them in a sociable way which provided children with support and reassurance when needed.

Nursery children benefitted from mealtimes that were sociable and unhurried. Allergies and dietary requirements were well managed. The family mealtime experience was promoted with tablecloths and centre pieces and there was a wealth of opportunities for children to be independent and responsible. Older children helped staff prepare meals and lay tables for their peers. They used real crockery and utensils, self-served, poured their own drinks, and responsibly washed their dishes. Staff sat with children, they role-modelled and promoted manners and overall mealtimes were a very positive learning experience for children. We suggested to staff they consider eating with the children to further promote the family meal experience. We asked the manager to review the choking guidance to ensure all staff were confident on how to react to a choking episode. Some monitoring around the younger children's lunchtime experience would help to ensure the quality was consistent each day.

Nursery staff were knowledgeable on children's individual needs, likes and preferences. Effective information sharing with parents and other professionals meant that all children had personal plans in place which enabled them to support children in a consistent way. Children requiring additional support were very well supported by staff. The rainbow room provided children with a quiet, calm space where they could have some individual time with staff if needed. Staff working in this room were confident, skilled and were knowledgeable on strategies that ensured these children were included in nursery experiences and felt that they belonged.

Personal planning in the wrap around care needed to be improved. At the time of the inspection, support was being provided to staff to review information they held for each child. We found some registration details had not been updated and plans did not contain meaningful information to support children.

Strategies needed to be put in place for children who required additional support to ensure staff were consistent in their approach.

Medication processes and systems across the service was well managed. We suggested to staff they keep medication protocols with medication. Additionally, staff should ensure they have confirmation from families that the first dose of medication has been administered to children prior to it being brought into the service. This would ensure that medication is administered safely.

1.3 Play and Learning

Nursey children benefitted from a balance of spontaneous and planned high quality learning experiences which promoted children's choice and independence skills. Resources promoted thinking skills and were used to capture children's interests. Play experiences and staff interactions successfully engaged children's imagination and enriched their development. We consistently heard staff member's skilfully use open ended questions and facilitation to support children to extend their thinking. For example, as they made houses together in the block play area or when drawing pictures of flowers in the craft area. The service had identified that they could further develop opportunities for curiosity and imagination by enhancing the provision of real-life experiences and objects of interest.

Nursery children were empowered to lead their own play and learning. Children were very engaged in their play experiences, and we observed them having fun with each other and staff. One child confidently sang a song while they played a guitar, and staff celebrated their achievements. When nursery children had questions about their learning, staff responded by helping them research on the nursery iPad. As a result of these approaches, we found children experienced a sense of joy in their play and learning.

Literacy and numeracy opportunities were incorporated into all areas of play within the nursery environment. Children had the opportunity to develop their language and literacy skills as they sat on comfy sofas sharing books with staff and enjoyed finding the letters for their name. Children were confident talking about numbers as their early numeracy skills were promoted through counting opportunities at mealtimes, and they enthusiastically spoke to us about numbers and showed us graphs, they had contributed to.

Children's interests were reflected through a responsive approach to planning, detailed floor books evidenced children's thoughts and ideas and planning approaches were centred around their ideas. This ensured staff provided experiences that were child centred and supported children to progress. Families told us they felt included in their child's experiences through an online digital platform. The service shared observations of children's play and learning which were individualised and focused on children's development, next steps identified were achievable. Additionally, regular updates called 'snap shots of learning' ensured families felt fully involved. One parent told us, 'I know exactly what my child is learning, the snap shots we are sent are really helpful to know what's happening'.

Children attending the wrap around care were engaged in fun and interesting experiences. We saw they played happily and purposefully in small groups or independently and they told us they enjoyed playing with children from other schools. They planned their play experiences and were confident with the 'WAC Rules' they had developed which enabled them to have ownership of their club. Personal planning could be improved, we found children's development and achievements were not recorded, monitored, or celebrated. We discussed with staff how children could be supported to identify a skill they would like to achieve while attending the club and how their progress could be recorded. This would ensure staff support children to reach their full potential (see area for improvement 1).

Areas for improvement

1. To support children in the wrap around care to reach their full potential, staff should review their approach to personal planning. Staff should develop personal plans for each child that capture key information. This is to ensure that children's needs are planned and met, and children are kept safe. To achieve this, plans should include but not limited to:

- set out how children's needs will be met
- record a skill or developmental goal and track and record how children have progressed
- be put in place within 28 days of a child starting at the service
-include emergency contact and doctors' details in case of an emergency
- be reviewed every six months or more often if the child's needs change
- be shared and updated with children, parents, and carers.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS) which state that 'As a child, my personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices'. (HSCS 1.15)

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

Nursery children benefitted from a well-furnished, clean, comfortable, and homely space with plenty of natural light. Staff had successfully created different areas of play within a large playroom. Younger nursery children were provided with a designated area which provided them with a wealth of opportunities for sensory and schematic play structured to take account of their stage and development. They freely and confidently moved around the space which ensured their safety while enabling them to stay connected to their older peers.

Developmentally appropriate spaces provided children with challenge, opportunities to be curious, engaged and interested in all areas of play offered to them. They played happily independently or with their peers, staff were in areas to support play and were responsive to children's requests. Overall, there was a calm ambience which supported children to feel safe and secure.

Children's health and wellbeing was supported as they all had free flow access to the outdoors for fresh air and exercise. Younger children were very engaged in their play outdoors which provided rich and exciting opportunities for investigation, curiosity, and imaginary play. At times, during the inspection we found the outdoor play areas were not being accessed by the older nursery children. The service had identified further improvement plans for their outdoor spaces and we agreed by enhancing the opportunities for challenge, problem solving, and curiosity outdoors would engage children further in their outdoor play.

Robust risk assessments ensured children benefitted from a secure environment as staff worked together to remove potential risks to children. We heard staff use skilled questioning to effectively allow children to take positive risks during their play experiences. This resulted in children considering how best to keep themselves and others safe during play. Toilet facilities were clean and well maintained, however, the current arrangements do not follow best practice guidance and pose a potential risk for the spread of infection. We

have made an area for improvement around this and ask the provider to carry out remedial works to safely enclose the toilet facilities. We signposted the manager and staff to best practice documents, Space to Grow available on the Care Inspectorate Hub to help improve a safer environment (see area for improvement 1). During the inspection the manager had begun to address this with the provider.

Children attending the wrap around care benefitted from the use of two playrooms, the school dining hall and wider school facilities. This ensured children had good opportunities for active and energetic play. Older children told us they enjoyed using the school gym hall and the art and craft activities. One child told us, 'We just tell the staff what we would like to do, and we get most things'. Younger children attending the wrap around care were cared for in one room which provided them with ample space to play. We found this space would benefit from an enhanced provision of loose parts and natural materials to promote their curiosity, investigation, and imagination skills further.

Appropriate systems were in place to manage electronic data safely. As a result, children's personal information was stored securely which aligns with relevant best practice

Areas for improvement

1. To keep children safe and healthy, the provider should ensure that toilet facilities follow best practice guidance. This is to ensure that infection prevention and control practices are consistent with the Scottish Government's document Space to Grow.
This should include but is not limited to:

a) enclosing the current facilities with a door to the entrance of the toilets.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: 'My environment is secure and safe'. (HSCS 5.19)

How good is our leadership? 4 - Good

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

3.1 Quality assurance and improvement are led well

Nursery children and families were meaningfully involved as key partners in the service, their views were valued and listened to as part of service development. Staff were in the early stages of reviewing the vision, values and aims of the service. Then manager told us of their plans to include the children and their families in the review process. We agreed that this would help promote and support a shared vision.

Leaders were visible and were committed to ensuring the staff team felt fully involved in the development of the service. This approach of working collaboratively together to improve outcomes was driving forward improvement and impacting positively on staff morale. The whole staff team had established strong working relationships enabling a positive ethos of mutual trust and respect between them. This resulted in a happy, secure, and supportive environment for children and their families.

The senior management team 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. A realistic improvement plan and quality assurance processes were starting to impact positively on improving and contributed towards a cycle of reflection and improvement within the service. Additionally, robust action plans were used to monitor identified areas for improvement. Staff understood and told us of their roles in reviewing and evaluating developments within service provision. This demonstrated their confidence in making the changes that were needed to improve experiences and outcomes for children and their families.

In the wrap around care, the vision, values and aims of the service were in place, however, we suggested that staff consider a review of these to reflect the individual needs of the current children and families using this wrap around care service.

Some quality assurance had taken place with the childcare strategy team to inform an action plan which identified areas that required improvement. However, the action plan focused mainly on systems, and we suggested they consider including aspects of care that have a clearer focus on children's outcomes. For example, information shared from schools at pick-up times should be improved to ensure an effective and supportive transition from school to the service for children. The staff in the wrap around care should now develop systems to regularly monitor all aspects of service provision to ensure children consistently experience high quality care (see area for improvement 1).

Children in the wrap around care were consulted about their experiences and activities. However, no formal self-evaluation processes were in place with staff or the children's families to influence positive change within the service. The service should now consider ways to meaningfully gather the views of children and their families and use this information to support service improvements (see area for improvement 1).

Areas for improvement

1. To support children's wellbeing and promote the continued development and improvement of the service, the staff in the wrap around care service should ensure that routine self-evaluation processes and robust quality assurance systems are in place.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that 'I am actively encouraged to be involved in improving the service I use, in a spirit of genuine partnership. (HSCS 4.7) and 'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes'. (HSCS 4.19)

How good is our staff team? 4 - Good

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

4.3 Staff deployment

The nursery staff team were motivated, enthusiastic, and clear about their roles and responsibilities. There was a good mix of skills and knowledge within the team and they complemented each other well which resulted in a skilled workforce. They had established strong working relationships and a positive ethos of mutual trust which promoted a supportive environment for children and their families.

Nursey staff were passionate about providing quality play and learning for children. Children benefitted from staff who were friendly, warm, and responsive to their needs. They had established very good relationships

with children and their families which supported children to flourish and feel safe in the service. One parent told us,' The staff all know my child very well, they are kind and gentle and my child responds well to that'.

Nursery staff had a very good understanding of current guidance and how they used this to enhance children's experiences. Staff confidently told us of their learning and how they shared this with their colleagues. The nursery teacher and senior staff were approachable and provided continuous and effective support to the staff team. We found they were respectful in their interactions with each other and acted as good role models for all the children.

Nursery staff breaks and absences were well planned and managed to have minimal disruption to children's routines. Families told us they were informed and introduced to temporary or new staff through the online digital platform and were confident on who was caring for their children. There were clear processes in place for mentoring and supporting new staff, which enabled new staff to feel included and part of the team.

Children in the wrap around care had experienced some inconsistencies in the staff providing care for them due to recruitment. This meant that some children's individual needs were not consistently met. We highlighted that on one occasion a child was not appropriately supervised which had the potential to put them at risk. We suggested, the service ensure that supply staff have the right information to care for children appropriately, including support strategies put in place to effectively meet children's needs. Senior staff had recently taken into consideration the staffing arrangements to ensure children experienced familiar staff across the week. Children benefitted from effective staff deployment during the transition from school to the service and when moving between areas within the school. This meant that children were kept safe during these times.

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?	4 - Good
2.2 Children experience high quality facilities	4 - 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?	4 - Good
4.3 Staff deployment	4 - Good

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