Camperdown Primary School Nursery Class Day Care of Children

Buttars Street
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Type of inspection:
Unannounced

Completed on:
3 November 2023

Service provided by:
Dundee City Council

Service provider number:
SP2003004034

Service no:
CS2003016932

About the service

Camperdown Primary School Nursery provides a daycare of children service in Dundee. The service is registered to provide a care service to a maximum of 74 children between the ages of 3 years and those not yet attending primary school.

The service is based in a residential area of Dundee and is close to local shops, parks, and other amenities.

About the inspection

This was an unannounced inspection which took place on 02 November 2023 between 09:00 and 16:30. Feedback was shared with the service on 03 November 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:

- observed practice and daily life
- spoke with staff and the nursery leadership team
- spoke with children
- reviewed documents
- gathered the views of 15 families through MS Forms.

Key messages

• Children's experienced interesting and motivating play and learning opportunities, which sparked their imaginations and curiosities.
• Children benefitted from secure relationships with their key workers, who knew them and their individual needs and preferences well.
• Mealtimes provided opportunities for children to develop life skills in a sociable and nurturing environment.
• The indoor and outdoor environment embedded opportunities for children to explore natural and real-life materials.
• There was a shared understanding of the improvement priorities across the staff team, to support positive outcomes for children and families.
• Staff deployment was effective in supporting continuity of children's care and supervision.

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 warmly welcomed on arrival by staff, which promoted a sense of belonging and value. Staff were down at children's level and most interactions were gentle and warm. One parent commented, 'My child really enjoys coming to nursery'. We discussed the use of tone of voice by some staff when interacting with children, to ensure it continued to promote a nurturing ethos. Cuddles and comfort were offered as required and as a result, children appeared confident, happy and settled.

Life skills and independence were promoted, as staff encouraged children to try for themselves, for example when getting dressed for outside play. Children spoke about being given 'jobs' within the nursery. One child said, 'Did you know I have a job? I wipe and dry the climbing frame and slide'. This further developed children's sense of responsibility and independence.

Key workers confidently discussed strategies in place to meet individual needs. ABLe (Addressing Barriers to Learning) plans had been adapted to create a more nurturing and positive relationship with families. Staff should ensure a consistent approach within agreed strategies, for example, where specific visuals are agreed, this practice should be followed. It would be beneficial for the senior team to focus monitoring observations on the interactions between staff and children to support consistency.

Staff spoke knowledgeably about children's individual needs, likes and preferences. It was clear that positive relationships had been established. We suggested that the service streamline the information gathered within children's personal care plans and all about me information. The senior team should develop methods to audit personal plans and permissions, to ensure these are reviewed and updated with families, every six months, in line with legislation.

Medication procedures supported safe storage and administration to safely meet the health and medical needs of children. Monthly audits were carried out by senior staff members, to ensure that procedures were still effective and in line with current guidance.

Nappy changing maintained children's privacy and dignity as they were changed in an area protected by a screen. Children's rights were respected as staff asked for their permission before carrying out tasks and spoke with the child throughout. This promoted a nurturing experience. We discussed infection control procedures with staff to reduce any risk of the spread of infection.

Mealtimes were unhurried and provided opportunities for staff and children to enjoy conversations together. Staff spoke with children about their morning and the activities they had been involved in. Children offered to help their friends, pouring drinks and scooping out the peas. Staff actively reflected on the lunchtime experience and had developed this, to promote a nurturing experience, which avoided disruption to children's free play. As a result, children experienced sociable mealtimes.

Quality Indicator 1.3 Play and Learning

Children were leading their own play and learning and benefitted from the wide range of loose parts and natural materials. Sensory and fine motor learning were extended within the mud kitchen using real fruits and cutlery. This enabled children to talk about the smell and taste, as they played, as one child repeated, 'lemon, sour'. Most staff skilfully extended children's play and learning through their use of effective, open-ended questions. One child was interested in finding the 'gold' within the sand tray and staff skilfully modelled language and extended their learning. This meant that children's interests were followed.

Literacy and numeracy learning was offered across a range of varied experiences. Mathematical language was introduced, as staff compared sizes and counted out peas from pea pods, with children. Learning from group times was extended into children's play, as they were observed building bridges for the 'Billy goats gruff'. Some staff were observed using Makaton with children. A Makaton champion had been identified within the staff team and we supported their goal to create a more universal approach, to the use of Makaton within the service. This would support all children's communication skills.

Planning was responsive to children's interests and focussed on developing their understanding of the SHANARRI wellbeing indicators, which are, safe, healthy, active, nurtured, achieving, respected, responsible, included. These were used to highlight children's progress, achievements and to identify next steps. Staff shared that they met regularly to discuss, plan and reflect on children's current interests, progress and needs.

The service made effective use of the community with recent trips to the V&A and science centre. Children had opportunities to go to the shop and buy snack for the nursery. This meant that children were developing a sense of belonging within the community.

Children had ownership of their learning journals and were keen to share these with inspectors. Observations reflected children's learning and voice and the senior team were aware of the need to develop a consistent approach within the quality of these. Families had opportunities to comment on their children's learning, which supported them to be involved and valued. We found that not all learning journeys were consistently updated. The senior team were aware of this and were carrying out moderation through audits. This would ensure a consistent approach to develop staff skills and embed children's progress and achievements.

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

A bright, warm, homely and welcoming environment had been created. Artwork displayed at children's height, photographs and a family book helped to establish a sense of belonging. 'We belong boxes' further promoted children's ownership and belonging through a dedicated space where they could add photographs and artwork. One parent shared that they felt the service had established a 'friendly and creative atmosphere for children'. The service was furnished to a high standard with soft lighting and cushions providing opportunities for rest and relaxation. There was ample space for children to move around and they had the flexibility to transport resources. This demonstrated that children mattered.

The indoor and outdoor areas were sensitively structured and took account of children's age and stage of development. Natural, loose parts and real-life resources promoted children's imaginations, creativity and sparked their interests and curiosities. Resources were easily accessible and at child height, which promoted children's ownership of their chosen play experiences.

The outdoor space provided further opportunities for children to be creative and assess their own risks in play. Children were observed working together to create 'racing tracks' using big blocks, crates and planks of wood. Staff skilfully supported their interests by encouraging children to think about their own safety without interrupting their play. The free-flow access to the outdoor space meant that children could choose where and who to play with.

A register on the door recorded how many children were in the building and this was regularly updated as children left the service. Staff communicated well with one another as children moved areas and ensured they deployed themselves, to meet the needs of the different nursery areas effectively. As a result, children's safety was maintained.

Risk assessments identified potential hazards and actions taken to reduce these. A mesh covering had been added to the fence to promote children's safety within the service. The head teacher shared that the authority was currently in the process of adapting risk assessment procedures for all services. They shared that all services would have general risk assessments, however, the service would continue to adapt assessments to reflect provision and children's needs.

Monthly audits of accidents and incidents demonstrated that the service were actively reflecting on how to maintain children's safety. These focussed on identifying trends and exploring whether any further action was required. This meant that children's needs were met.

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

A vision and values were in place and promoted respect, equality, nurture and inclusion. The nursery had identified the need to review this vision with plans to refresh this in consultation with children and families. This would ensure that the vision remained relevant to the community within the service, demonstrating inclusion.

Families were warmly welcomed into the service as they dropped off and collected children. Staff shared information regarding their children's experiences, which supported them to feel involved. A range of opportunities were available to involve families within the life of the service. These included, Bookbug, stay and play, Chattertots, learning at home bags and newsletters. Some families shared that they would like more information about their child's learning and the life of the nursery. One parent felt they would like more information when staff leave the service and new staff join the team. The senior team shared that Seesaw was in the process of being reintroduced to further support keeping families informed. One parent commented, 'Staff are really friendly and take time to tell you about your child's day'. The service regularly provided opportunities for families to share their views and were proactive in giving feedback through a 'you said, we did' format. As a result, families were valued at the heart of the service.

A clear and detailed improvement plan had been created and staff spoke confidently about the identified priorities within this. A robust quality assurance calendar identified when tasks would be carried out and staff had begun to adapt this. We discussed the need to now capture the progress the service had made within their improvement plan, to highlight achievements and next steps. This would ensure that progress was measured and purposeful.

There were regular opportunities for staff to come together and share key messages. These varied from morning huddles to planning meetings and practice discussions. Staff spoke positively about meeting in smaller teams to ensure breadth and knowledge of children's learning and benefitted from coming together, as a whole team, to develop consistency. The senior team had plans to review self-evaluation more formally during the upcoming in-service days. Staff spoke passionately about their championship roles and their ability to share new learning with the team during staff meetings. This meant that staff were valued as leaders of learning.

Peer monitoring and moderation alongside professional support visits from the senior leadership team supported staff to celebrate achievements and develop practice. The senior team had plans to further embed monitoring to promote consistency and quality across the service.

Policies and procedures were in place and these were regularly reviewed and shared with staff to ensure a consistent approach. This meant that families had the right information about expected practice and procedures.

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

Children benefitted from a staff team who were enthusiastic about using their interests and skills to promote positive outcomes. There was a mix of skills and experience across the team and staff were confident to call upon the support of their colleagues. They were committed and passionate about their work with children and the support they provided. One parent commented, 'All staff are very warm and friendly and also very keen to help'. This meant that children experienced high quality care.

Staff communicated and worked well together, to ensure children were safe and engaged in quality experiences, throughout the session. Staff breaks were managed well and did not impact the support or supervision children received. They were clear on their roles at key times of the day, which enabled the team to carry out tasks without impacting children's experiences. Some families were concerned that there did not always appear to be enough staff in the service. We found that ratios were maintained and staff were deployed effectively, which meant that children were always well supervised.

There was a positive ethos within the service and staff enjoyed working together. Staff spoke positively about the service and felt they worked well together as a team. Staff recognised that leadership roles were in the early stages of development and were keen to take these forward. This demonstrated that a motivated staff team supported children.

Staff had participated in a range of training and spoke enthusiastically about their learning and the impact on their practice. Staff had lead roles in sharing their learning at team meetings, which helped to move practice forward and provided quality experiences for children. Training was evaluated using the SSSC (Scottish Social Services Council) recording platform. This meant that training was meaningful and embedded within practice.

Children were protected from harm as staff understood their responsibility in relation to safeguarding. They were confident in recognising and responding to any concerns and had systems in place to record these. All staff had participated in child protection training and were clear on who they would report any concerns to.

New staff to the service were provided with an induction pack. The senior team shared plans to introduce the National Induction Toolkit and we would support this. This would provide staff the opportunity to reflect on their practice and identify any training needs. We suggested that it would be beneficial for a mentor to be appointed throughout the induction process and for checklists to be dated. This would ensure staff fully understand the expectations of their role and the service.

What the service has done to meet any requirements we made at or since the last inspection

Requirements

Requirement 1

To ensure staff can safely meet children's individual health and wellbeing needs, the provider must ensure that medication procedures and storage are in line with best practice guidance. Medication must be checked appropriately, and documentation completed and reviewed accurately. More robust quality assurance processes must be introduced to monitor practice. This must be completed by 31 January 2020.

This is to ensure care and support is consistent with the Health and Social Care Standards which state that: 'Any treatment or intervention that I experience is safe and effective' (HSCS 1.24) and in order to comply with The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (Scottish Statutory Instrument 2011/21

This requirement was made on 10 January 2020.

Action taken on previous requirement

Medication procedures supported safe storage and administration to safely meet the health and medical needs of children. Recording systems ensured staff gathered detailed information to support them administer medication safely when required. Parents' permission was sought, and review meetings took place which supported the service gather the most up to date information. Monthly audits were carried out by senior staff members to ensure that procedures were still effective and in line with current guidance.

Met - within timescales

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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