Glebelands Primary School Nursery
Day Care of Children

Baffin Street
Dundee
DD4 6EZ

Telephone: 01382 438 854

Type of inspection:
Unannounced

Completed on:
9 February 2023

Service provided by:
Dundee City Council

Service provider number:
SP2003004034

Service no:
CS2003016937

About the service

Glebelands Primary School Nursery is registered to provide a care service to a maximum of 111 children from the age of two to those not yet attending primary school of whom a maximum of 30 children may be aged two years.

The service operates from purpose build premises within the school grounds. The playrooms have direct access into the fully enclosed garden and woodland space.

About the inspection

This was an unannounced inspection which took place on Monday 6 February 2023 between 09:15 and 16:30. The inspection was carried out by three 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 children using the service, one parent during the inspection and received four returned questionnaire emails from parents and carers after the visit;
- spoke with staff and management;
- observed practice and daily life;
- reviewed documents.

Key messages

• Children were happy and settled at nursery. They were actively leading their play and learning.
• Children and their families benefited from a welcoming and inclusive ethos within the setting.
• Staff were warm, kind and nurturing. Positive attachments contributed to the children feeling supported, valued and loved.
• Staff worked well together, confident in their roles to ensure quality experiences and outcomes for children and their families.
• Management and staff should continue to develop robust quality assurance systems to support the continuous improvement of the service.

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 happy, settled and having fun in the nursery. Children new to the setting were being supported well by staff, who were reassuring, comforting and giving cuddles if children wanted them. Staff understood the importance of parents and carers being involved in this process to support children's wellbeing. Settling in visits were tailored to meet the individual needs of the children to help them settle at their own pace and feel safe and secure as they transitioned into nursery.

Staff were responsive to children's needs and interests. Warm, calm and respectful interactions were observed, with nurturing attachments supporting children to feel valued and loved. Staff knew children very well and used this knowledge to ensure children's individual needs and interests were met daily. Information was gathered for each child within their personal plans to support their individual care and needs. Staff worked with other professionals to support children and families to ensure they received the right support at the right time. We signposted management to the personal plan guidance 'Guide for Providers on Personal Planning, Early Learning and Childcare' which may be of benefit in further development of personal plans.

We observed children to be confident and independent, having ownership of their nursery. They moved around freely choosing where they wanted to play and with what. Activities and experiences were responsive and personalised to meet children's needs and interests. This meant that all children were respected and valued as individuals.

Children's health and wellbeing needs were recorded and known to staff who supported the children well. Medication was stored safely and appropriate paperwork and administration records were completed fully to ensure children were kept safe.

Lunchtime was a relaxed, unhurried sociable experience for the children. Children aged three-five were independent at lunch, collecting their plate of food from the catering assistant or from their lunch box, pouring their drinks and serving themselves vegetables or salad if they wished. Staff sat with the children, encouraging them to eat if needed and joining in various conversations. Staff worked in partnership with parents to promote choice and encouraged children to try new foods while taking account of cultural and dietary needs. Management discussed the staff evaluations and considerations for lunch with the two - three year olds and the development of their independence and skills through self-serving and pouring their milk or water from appropriate sized jugs which were on order.

Quality Indicator 1.3 Play and learning

Children were having fun as they played and learned indoors and outside. We observed children laughing, chatting, playing together and resolving their differences. They were practising skills such as problem solving, decision making, negotiation and empathy. Children spent time playing with friends, using their imaginations and becoming immersed in their play. Staff joined when appropriate to do so or invited by the children.

Children were empowered to lead their own play and learning. Skilled questioning and interactions from staff supported and extended children's thinking, curiosity, imaginations, decision making and learning. For example, a group time story included, natural counting, all children repeating language and a quick survey at the end of the story to see who liked it and who did not. Another example of staff using quality questioning and extending learning involved children bathing dolls in the water tray with a bar of soap. Vocabulary was introduced and thinking encouraged, while learning extended through play. Numeracy and literacy were incorporated into the children's learning, leading from interests, such as counting children's footsteps, reading books, singing and role play in the theatre. Children were supported with risky play as they climbed the wall/roof on top of the tunnel, encouraged to assess their own risk.

Children independently chose where they wanted to play, having direct access to outdoors. We observed some of the older children join the younger children in their play space, enjoying playing together and some of the older children supporting and helping the younger children. Children had fun outdoors, some children were looking through the fencing and talking with staff about the different vehicles passing. This was a very good learning experience with a staff member extending learning through the discussion of, for example, different vehicles, colours and sizes. Two other children were using their imaginations, pretending the stones they were burying under the sand on the ground were seeds. The member of staff encouraged the children's language and incorporated mathematical language while the children looked at the footprints they left in the sand.

There was a responsive approach to children's learning and development. Observations of children's development and learning were recorded in their learning journals, with next steps identified where appropriate. Staff regularly shared this information with parents, with the journals going home, face to face discussions in the service and during stay and play sessions.

How good is our setting? 5 - Very Good

Quality Indicator 2.2 Children experience high quality facilities

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.

The service was bright, well maintained, warm yet ventilated. The neutral colour scheme promoted a calm environment. The playrooms were well furnished, comfortable and spacious.

Children had spaces within the playrooms where they could rest and relax, if they wished or needed. The playrooms and outside were developmentally appropriate spaces, where children could move around unhindered, accessing resources easily and transporting them to where they wanted them to be. Children had access to quality resources which supported and encouraged them to investigate, explore, create with and experiment with.

Wall displays around the nursery contained photographs of the children participating in activities and experiences, comments from the children to support the photographs and to provide feedback on activities they had participated in. Children's artwork was displayed around the setting. These displays provided opportunities for the children to revisit their experiences and learning.

Children had access to a secure outdoor space. We saw some of the older children move through to the

younger children's garden to enjoy the woodland space. Children were able to look through the fence to see the traffic on the busy road and the people passing, which generated much discussion. Children enjoyed running, climbing, exploring and investigating when outdoors. We observed children using their imaginations, being curious and supported by staff with numeracy and literacy through their play. There are plans in place to continue to develop the outdoor space and we encourage that this development is taken forward.

Risk assessments were in place for all areas of the service. Staff worked together to identify and remove or minimise the risks to children, so they were safe in their play.

Appropriate infection control measures were in place with regular handwashing taking place by both children and staff. The lunch area was wiped down with tables and floors cleaned between sittings ensuring the spreading of infections were minimised. Children were reminded by staff to wash their hands after blowing their noses.

How good is our leadership? 5 - Very Good

Quality Indicator 3.1 Quality assurance and improvement are well led

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.

A shared vision, values and aims was in place after consultation with staff, parents and children.
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Children and families were involved in providing feedback to support the development of the service. There were various methods in place which included a staff member gathering parent/carer views at the front door and questionnaires being sent out on a regular basis.

The staff responsive and flexible approach supported children's involvement daily. Staff were very aware of what children wanted and needed through observing and listening to them. Floorbooks captured children's learning, interests and reflections.

An improvement plan was in place with identified priorities to support the service's improvement agenda. Self evaluation was being carried out with formal and informal monitoring taking place. Management discussed the continued development of self evaluation to ensure thorough monitoring and auditing of all areas of the service and to support a robust and continuous quality assurance system.

We encouraged the management team to ensure that there is clear and effective communication between them and staff and vice versa to ensure all information is shared, with discussions had, to ensure the efficient running of the service and positive outcomes for children are supported.

Policies and procedures were in place which underpinned the service and supported staff practice. Some policies were reviewed every three years, we suggested where possible, annual reviews take place as advised through best practice guidance.

How good is our staff team? 5 - Very Good

Quality Indicator 4.3 Staff deployment

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.

While the service had unplanned staff absence, the flexibility and responsiveness of staff ensured staff deployment was effective in supporting and meeting children's needs and interests. There was no impact on children's care or learning when staff left the area or room as good communication made other staff aware and they continued with very good engagement.

We observed a confident and knowledgeable staff team who were respectful and supportive of each other. Positive role modelling between staff helped children develop and understand positive and supportive relationships.

Children benefitted from a caring and nurturing team who knew them well. They recognised continuity of care was important for the children. Effective use was made of staff experience, skills and knowledge to ensure children's experiences were positive throughout their day at the nursery.

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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