West Barns Primary School Nursery
Day Care of Children

Forth View
West Barns
Dunbar
EH42 1TZ

Telephone: 01368 863 209

Type of inspection:
Unannounced

Completed on:
29 June 2022

Service provided by:
East Lothian Council

Service provider number:
SP2003002600

Service no:
CS2003016997

About the service

West Barns Primary School Nursery is registered to provide an early learning and childcare service to a maximum of 40 children at any one time aged three years to not yet attending primary school. The service is in partnership with the local authority to provide funded early learning and childcare.

The service provides accommodation from a temporary portacabin, situated within the school grounds. It has its own entrance area, cloakroom, large playroom, kitchen, and various meeting rooms. Children's toilets and changing areas are accessed from the playroom. There is direct access into the enclosed garden area. The village has a local shop and is close to the beach, there are direct bus links to the larger town of Dunbar.

About the inspection

This was an unannounced inspection which took place on 24 June 2022 and a return visit on 27 June 2022.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, 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 and received feedback from five families
- Spoke with staff and management
- Observed practice and daily life
- Reviewed documents

Key messages

- Children experienced warm, caring and nurturing interactions from staff who knew them well.
- Children could lead their own learning and were confident exploring the resources and play opportunities available.
- Quality assurance and self evaluation was well established. Children's/parent/carers feedback was sought and used to make improvements.
- Children's rights were respected and promoted throughout the service.
- Staff worked well together and enjoyed spending time with children. This created a warm and secure atmosphere where children experienced high quality care and support.

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.

Quality Indicator 1.1: Nurturing care and support

We evaluated this key question as very good.

Children were supported by staff who were caring, warm and knew the children very well. Nurturing approaches were evident throughout the day. Staff interactions were natural and supported children to feel secure. Staff had worked hard at creating a rights respecting ethos that allowed children to feel valued, respected and independent.

Mealtimes allowed children to develop their independence and self help skills. They were actively involved in choosing and preparing the food for snack times. They also poured their own drinks and washed their dishes. It was a relaxed and unhurried time and children benefitted from a sociable experience with their friends. Lunch was served in the school dining hall and staff had a well planned routine. They were available to help children and made this experience as positive and nurturing as possible. Monitoring of mealtimes allowed staff to review the process and make changes, if necessary, to ensure children were receiving a nurturing experience.

Children's overall wellbeing was very well supported by effective use of personal planning. Parents confirmed that staff had worked with them to gain their trust and build supportive relationships with them. A parent told us "staff go above and beyond with the care they show my child. They take time to get to know each child, their likes and dislikes and what makes them happy and thrive". Staff understood that sharing of information is vital to promoting consistency of care. Strategies of support were in place for most children. However, staff should ensure that strategies are in place for all children based on individual needs, for example support with toileting, settling-in times or sleep routines. Evaluation of strategies, should be documented and discussed to promote continuity of care that meets children's needs and wishes.

Children were kept safe because medication was stored appropriately, we have asked the service to compile an audit of medication stored on the premises. Management audited accident and incident forms to identify common patterns or recurring concerns.

Quality Indicator: 1.3 Play and learning

We evaluated this key question as excellent.

Staff understood children's right to play. Children were involved in their play and most were playing co-operatively. Staff were promoting children's development, learning and well-being through well documented floor books and responsive planning. This clearly showed the link to children's interests, specific learning goals or long term plan. Staff understood the importance of providing a range of interesting activities and resources to support children to progress, develop and thrive. Support was offered and planned for if children needed additional help to reach their full potential. Parents told us "My child is always coming home excited to tell us what they have learned/played with that day" and "The opportunities the nursery provide are brilliant".

Sensitive and considered interactions and staff understanding around child development engaged children in their play. Effective questioning encouraged children to lead their own learning and make informed choices from an environment that was stimulating, challenging and creative. Ample opportunities were available for children to engage their imagination and curiosity. Language, literacy and numeracy skills were developing and staff were using creative ways to promote these skills through play and consolidate children's learning. For example we saw a group of children who were involved in an experiment counting how many buckets of water it would take to fill different sized containers. A staff member skilfully interacted with them and provided a selection of resources to extend the children's thinking and encouraged them to problem solve. A parent told us "My child talks at home about the fun they had at nursery and it is clear the staff are very involved in the play".

Staff monitor children's learning progress and children are proud of their achievements, these are clearly displayed on the wall for all to see. Staff recognise and enhance the learning through observations, next steps and responsive planning. All staff are aware of the next steps for children, helping them to make informed choices and lead their own play.

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 nursery playroom was warm, welcoming, and furnished to a very high standard. It was well ventilated and full of natural light. There was ample space for children to be involved in their play and learning. Children's artwork was displayed, which created a space that recognised children's achievements and importance of their work. A parent commented "They provide a warm, safe and exciting environment that my child looks forward to being in every day".

There were well thought out play spaces and plenty of resources to use that were well maintained and accessible. Children had a sense of ownership within the setting, they were able to select resources at ease, adapt spaces and make decisions on how resources could be used. The wide range of resources available to children allowed them to direct their own play and learning. The warm and welcoming play spaces provided children with opportunities to play on their own, or in small or larger groups. Children were fully involved in self evaluating the environment and influencing change when needed.

Children were happy and having fun outdoors. They could independently choose to access the outdoor area and were developing their skills in a range of physical activities that included running, scooting, jumping and hopping. A wide range of loose parts and natural resources were available and children were confident in accessing these. Children enjoyed using the large pipes, planks and grates and discussing their creations with an adult. These resources supported children's creativity and helped them make choices and develop their ideas and imagination. Parents told us "the open door policy at west barns nursery is one of the main things I love about it! They are able to go outside in any weather! It's fantastic!" and "my child's favourite thing about nursery when you ask is that they can "play outside all day"! They absolutely love the mud!!"

Children benefitted from a clean and well organised nursery. Staff understood their roles in maintaining hygiene such as supporting children to wash their hands at appropriate times and following cleaning

routines. This helped to ensure a safe environment to keep children healthy. Children helped with some of the tiding and cleaning tasks to ensure they cared for the nursery environment.

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 culture of continuous improvement. Quality assurance systems including self evaluation and improvements plans were in place and these ensured children and families received high quality care and support that were tailored towards their needs. Well established systems were in place to link quality indicators to the continuous improvement of all aspects of the setting. National frameworks and best practice documents were used to ensure high quality learning through play was at the heart of any improvements. Staff ensured improvements were documented, evaluated and the impact monitored to ensure children received good quality care.

Clear leadership from the management team supported staff and we saw an open and honest ethos being built between them. Staff worked well together and the Senior Early Years Officer was constantly moving the team forward and creating a culture of shared responsibility. We could see that there were strong foundations in the newly formed team and are confident that the setting will continue to grow and move forward.

Children were respected and included because their ideas and views were actively sought and used to inform the service delivery. Children's rights were recognised, and documentation demonstrated that their ideas and suggestions had been used to develop the ethos of the nursery. This included the design of play spaces along with the play and learning experiences.

Families were included and their feedback was actively sought using questionnaires and asking for input into reviewing policies and procedures. Twitter is used regularly to inform parents about the children's learning and provide information about activities. A parent commented "Twitter is a great thing for me as I am able to check each day to see what his experiences have been and also able to keep track of certain experiences that are happening on a set day (such as world mud day, book swapping and the P6 buddy system)". Regular and informative newsletters were highlighting children's learning, and their achievements were celebrated. Staff took time to welcome families in the morning and provided feedback in the afternoon, allowing parents to be informed about their child's day. Parents told us "There have been opportunities to give feedback about the nursery, and help with fundraising for the nursery, which has helped us feel more connected and involved" and "My child and I are involved in a meaningful way to help develop this service and our ideas and suggestions are used to influence change".

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 deployed in a way that ensured children had positive experiences across the day. The staff team communicated well to meet children's needs and effective teamwork ensured that children were well supported. Parents told us "There are always enough staff in this service" and "Covid has also resulted in staff and pupil absences however they managed this well and I felt there were enough staff to support the children". To ensure children's wellbeing and safety, daily transitions had been reviewed to improve arrival and departure arrangements along with children moving between the nursery and dining hall for lunch.

Parents told us that staff absence was well managed and the service had continued to provide good quality care for the children. Children and parents were informed of changes in staffing and this helped to establish relationships and build confidence and security. A parent told us "Regular weekly information is sent out and we are always updated on staff members who have joined their expanding team. This is backed up with a photo of the person so we can put a face to the name and a little bio about themselves".

Staff were warm, compassionate and kind which enabled children to feel secure and valued. Staff recognised the importance of nurturing and warm interactions, which meant strong attachments were made with children. Effective partnerships with families fostered a warm and open atmosphere and staff were reflective and used self evaluation to improve outcomes for children. A parent told us "The staff are amazing at west barns nursery. My child loves going to nursery and I see this at drop off and pick up. They have great relationships with the staff who are warm, friendly and caring. They support my child and are interested in what they say".

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	6 - Excellent

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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