Dalneigh Primary School Nursery
Day Care of Children

St. Ninian's Drive
Inverness
IV3 5AU

Telephone: 01463 232 636

Type of inspection:
Unannounced

Completed on:
7 December 2022

Service provided by:
Highland Council

Service provider number:
SP2003001693

Service no:
CS2003017197

About the service

Dalneigh Primary School Nursery is situated in a residential area in Inverness. The service is registered to provide a care service to a maximum of 40 children from age three years to those not yet of an age to attend primary school at any one time. The service is provided by Highland Council and operates Monday to Friday during school term time.

The nursery operates from a playroom with the school, with a dedicated, self enclosed garden area. Children also have access to other outdoor areas within the school grounds.

About the inspection

This was an unannounced which took place on 6 and 7 December 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 people using the service;
- spoke with seven staff and management;
- observed practice and daily life; and
- reviewed documents.

Key messages

- Staff were very nurturing and caring, and knew children and their families well
- Very effective personal planning supported children to reach their potential
- Children were supported to follow their own interests
- Play and learning experiences could be enhanced by increasing the use of loose parts and natural resources
- The management team had robust and effective quality assurance processes in place
- The management team and the staff team worked very well together to ensure positive outcomes for all children.

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?	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? 4 - Good

From the evidence gathered, the overall evaluation for this key question was good. There are a number of strengths which, taken together, clearly outweigh areas for improvement.

1.1 Nurturing Care and Support

Children were very happy and settled. They received very warm and nurturing care from all staff who knew the children and their families well. Staff supported children to manage their emotions with compassion and sensitivity, responding promptly to children who were upset. This contributed to children feeling loved, safe and secure.

Staff used very effective personal planning to support children with their personal care needs, and to build their self esteem. Staff were very aware of the impact life events within families had on the children in their care. Information was shared between staff and parents regularly vie email and when children arrived and left the setting. Important information was recorded and, as a result, children's care was tailored to meet their needs.

The management team and staff had developed close working relationships with other professionals and outside agencies. They sought help and advice when children, and families, needed additional support. Children's overall health and well being was very well supported by staff who were confident in using appropriate strategies. As a result, children were being supported to meet their potential.

Overall, snack and mealtimes were calm and relaxed experiences for children. They were given opportunities to develop their independence skills through spreading, selecting food and pouring their own drinks. Staff were aware of the importance of focusing on children and used these times to further develop close relationships and support early language development.

Medication was managed and stored in line with best practice guidance. Staff were knowledgeable about children's individual needs and the actions to take should a child become unwell in the setting. This meant that children were supported to be safe and healthy.

1.3 Play and Learning

Children were mostly engaged in play and having fun with their friends. They were able to choose where they wanted to play for most of the day, freely accessing the outside area. Staff were supporting them to engage in physical activities outside, where they were climbing on different structures and learning to assess risk for themselves. However, there were some missed opportunities to extend learning outside through skilled questioning and interactions. Some staff extended conversations, asking questions appropriate to children's stage of development. This meant children were being supported to develop their communication, literacy and problem-solving skills by staff who were engaging with them at their level.

Planning approaches were responsive to children's interests. Staff made observations of children's learning and skills, and planned experiences to enhance and consolidate learning. We discussed improving the quality and consistency of observations and assessment of children's individual progress. The management team told us they will monitor this area of practice and provide further training for staff where required.

Floorbooks recorded the experiences and activities children had participated in. Children were given ownership of these as they were empowered to be included in their experiences, adding their own drawings. These could be further developed to highlight specific learning, progression and skills achieved during play. This could enhance children's involvement in developing and reflecting on their learning and play experiences.

The setting welcomed young adults who visited the setting regularly through the charity "Growing2gether". Children had developed strong attachments to the young adults who lived in their community, which enhanced their play and learning experiences.

How good is our setting? 4 - Good

From the evidence gathered, we evaluated this key question as good. There are a number of strengths which, taken together, clearly outweigh areas for improvement.

The large playroom was decorated in neutral colours and artificial lighting was kept to a minimum; this provided a very calm environment for children to play and learn in. Staff had reviewed the layout of the setting, making changes such as reducing the level of resources available at any one time to reduce over stimulation, and meet the needs of children. They had developed calm and quiet areas for children to rest and relax in and take part in quieter activities. As a result of this, children felt valued.

There were loose parts, particularly outside, and some real and natural resources. Staff told us that they were continually replacing resources and risk assessed any new resources that were available to children. We discussed ways in which to safely increase the amount of real and natural resources, which could support children's developing curiosity and problem-solving skills.

The setting was clean and tidy, and effective infection control practices were in place to minimise the spread of infection. This included hand washing by staff and children. Surfaces were cleaned before and after use during snack and mealtimes. This ensured that children's health and wellbeing was maintained.

Risk assessments were in place for indoors, outdoors, and specific play experiences and activities. These were robust and included all relevant information to ensure children's safety. Children's paperwork was stored safely and securely. This ensured children's privacy was maintained and respected.

How good is our leadership? 5 - Very Good

From the evidence gathered, we evaluated this key question as very good, where major strengths supported positive outcome for children. There were very few areas for improvement.

The visions, values and aims of the setting were clear and transparent. These had been developed by the management team in consultation with children, families and staff, and took into account best practice guidance, such as 'Realising the Ambition'. As a result, everyone was aware of their role in promoting these.

Robust and effective quality assurance and self-evaluation processes were in place. The management team had created an environment where all staff were empowered to take responsibility for continuous self-evaluation and improvement. A detailed improvement plan had been created for the setting, and was being actioned; this was resulting in improved outcomes for children.

Team meetings had a strong focus on improving outcomes for each child. Input from other professionals, for example educational psychologists, supported staff in evaluating experiences and making changes where these would support individual children. When the management team identified areas for improvement, they discussed these openly with staff, and sought out and arranged for the necessary training to support improvement. This meant that the whole staff team was driving continuous improvement forward.

The management team, and staff, were committed to providing children and families with a high-quality service. As a result, children's lives and experiences were being improved.

How good is our staff team? 5 - Very Good

From the evidence gathered, we evaluated this key question as very good, where major strengths supported positive outcomes for children. There were very few areas for improvement.

There were sufficient staff to meet the needs of children on the day of inspection. Children were cared for by a staff team who were compassionate and caring, and responded to individual children's needs. Staffing arrangements ensured that busier times of the day, such as mealtimes and the end of the day, were appropriately staffed. As a result of this, children's experiences were not compromised by changing staffing levels.

There was a very good mix of skills, knowledge, and experience within the staff team. Staff took responsibility for different areas of the setting, seeking out support and training to improve children's experiences. For example, a local gardening expert had been contacted to support the ongoing development of the outside area. This meant that staff were keeping up to date with best practice and children benefited from quality experiences.

The staff team worked very well together. They communicated clearly with each other when they were leaving the setting, when children were undertaking an activity with them or when children needed additional support. When temporary staff were needed in the setting, the management team strived to use the same staff who had the necessary knowledge and skills. This contributed to consistency within the staff team and the positive ethos within the setting. This meant children received consistent care and support from staff who knew them well.

Staff told us that not all children who required additional support were present during the inspection. We discussed with the management team continuing to assess each child's needs to ensure there is sufficient staff available to offer individualised care and support at all 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	5 - Very 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?	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

To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and help services to improve. We also investigate complaints about care services and can take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

You can also read more about our work online at www.careinspectorate.com

Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

Find us on Facebook

Twitter: @careinspect

Other languages and formats

This report is available in other languages and formats on request.

Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànain eile ma nithear iarrtas.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿਚ ਉਪਲਬਧ ਹੈ।

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.