Rosebank School Nursery
Day Care of Children

Rosebank Primary School
Nairn
IV12 4RJ

Telephone: 01667 454 090

Type of inspection:
Announced

Completed on:
29 January 2025

Service provided by:
Highland Council

Service provider number:
SP2003001693

Service no:
CS2003017261

About the service

Rosebank Primary Nursery is a day care of children service registered to provide a care service to a maximum of 69 children at any one time aged three years to not yet attending primary school. The nursery is located within the grounds of Rosebank Primary School in the town of Nairn. The service is provided by Highland Council.

Children have access to a large, open plan playroom, including reception area, cloakroom and a servery. A large, enclosed garden area can be accessed from the playroom.

About the inspection

This was an announced inspection which took place on 27 and 28 January 2025. Feedback was given on 29 January 2025. 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;
- reviewed feedback received from nine families;
- spoke with staff and management;
- observed practice and daily life; and
- reviewed documents.

Key messages

• Staff supported children with warmth and compassion, which supported them to feel loved and valued.

• Staff knew children well and used effective personal planning to ensure children's needs were met.

• Children benefited from a warm and homely environment that was very well resourced. This contributed to them having high quality play and learning experiences.

• Planning approaches supported children to develop a broad range of life long skills.

• Quality assurance and self-evaluation processes were contributing to a culture of continuous improvement, supporting positive outcomes for children and their families.

• Staff demonstrated high levels of motivation. As a result, children received 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, therefore we evaluated this key question as very good.

Quality Indicator: 1.1 Nurturing care and support

Staff nurtured children with genuine warmth and compassion that fostered their overall wellbeing. They supported all children to recognise and manage their emotions throughout the day. Interactions were well considered and calm, which contributed to children feeling safe and secure.

Effective use of personal planning information meant that staff were able to anticipate children's individual needs and give them the right support, at the right time. Staff spoke knowledgeably about each child, recognising them as individuals who were listened to and valued. Personal plans were developed with families to ensure that children received consistency of care. Staff were skilled at building children and families' resilience, offering support when required. This meant that children received appropriate care from staff who were able to respond quickly. Parents' comments included:

"They truly care, they do everything they can to support us as a family unit."

"I feel I can discuss my child with a range of staff, not just the key worker. They all know my child."

Snack and mealtimes were relaxed and calm experiences for children. They had opportunities to develop their independence through helping to prepare food, serving themselves, pouring their own drinks and tidying away. Fresh water was available throughout the day to help children keep hydrated. Staff recognised these daily routines as an opportunity to support children to develop healthy eating habits, ensuring children had time to enjoy their meals. They engaged children in conversations about themselves, discussing families and what they were enjoying in the setting. This supported children's developing language and communication skills, as well as consolidating learning. As a result, children benefited from positive social experiences.

Staff supported children to achieve their potential by working closely with children, their families and other professionals. When children needed additional support, strategies were developed and put into place. Staff reviewed the effectiveness of strategies used regularly, to ensure that they were continuing to meet the needs of children. This meant that any interventions used supported positives outcomes.

Effective procedures were in place to safeguard children. Staff were confident in discussing the processes and procedures they would follow should they have any concerns about a child's health and wellbeing. This contributed to children being protected from possible harm.

Quality Indicator: 1.3 Play and learning

Children were having fun as they experienced high quality play and learning opportunities. They were meaningfully leading their play, supported by staff who knew when to stand back and when to get involved, sharing the children's sense of fun. Children experienced long periods of uninterrupted play, allowing them to become fully engaged in their chosen activity. This resulted in children having full ownership of their play, while receiving an appropriate level of support.

Children were engaged through a variety of creative approaches to play and learning. Staff used skilled interactions and questions to support and extend children's thinking and understanding. They supported developing language, literacy and communication skills by introducing new words, recalling past events and talking with children about their play. They naturally introduced mathematical language, such as measurement, shape and positioning into conversations. Literacy and numeracy were embedded across the setting with relevant materials in all areas to support children's learning. For example, a wide variety of measuring items available at the sand and water areas, pictures and related words displayed in the construction area. As a result, children were developing a broad range of life long skills.

Play and learning opportunities supported children's developing imagination and creativity. A well resourced arts and crafts area offered children the chance to build models, paint, draw and craft when they chose. Role play areas included a home area and an office area, with children inviting staff into their imaginative play.

Planning approaches were child led, with a very good balance of intentional planning to bridge any gaps. One parent told us "Staff are lovely, really work hard to follow my child's lead and helping them thrive in areas they are interested in". Staff used skilled observations to inform achievable, individual targets for each child, in core curriculum areas. Staff ensured that children received an appropriate amount of challenge to meet their individual learning needs. This meant that all children were supported to reach their potential.

Staff had a very good understanding of child development, using their knowledge to provide high quality, and engaging play opportunities. There was a strong focus on supporting children to develop pre-writing and pre-numeracy skills, for example, a number of play experiences to develop the fine motor skills. Children were particularly engaged in a well-resourced area for malleable play, making their own playdoh, measuring and mixing ingredients, before exploring further play and learning opportunities. This contributed to children having fun in a richly resourced environment.

Achievements were celebrated, with a strong emphasis on children demonstrating the setting's values of kindness, teamwork and respect. This contributed to the calm and positive ethos of the setting.

Children had developed strong links within their local community. A number of opportunities were created for children to engage with local residents, and to visit local places of interest and shops. These opportunities enhanced children's play and learning, and supported them to make connections with their wider world.

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/people, therefore we evaluated this key question as very good.

Children benefited from a setting that was well furnished, comfortable, and homely. Staff had worked hard to create an environment where children felt welcome and relaxed. Real life items enhanced the homely feel of the playroom. This gave children a strong message that they mattered. Parents told us their children experienced a warm environment and were confident that children were safe and secure.

Children experienced an exciting and stimulating environment. Well considered resources, including natural items, loose parts and real life materials to support learning were accessible to children both inside and outside. Children could freely access a well-resourced, securely enclosed garden area. They had opportunities to develop their imagination and creativity, alongside opportunities to develop gross motor skills, through planting, digging, running and riding on balance bikes. The layout of the playroom was well considered. Resources were displayed to interest and engage children, located at their height, which promoted ownership of their chosen play experiences.

Staff worked very well together to ensure children were accounted for at all times. They undertook regular headcounts of children throughout the day, updating visual reminders and sharing information with all staff via walkie talkies. Staff supported children to take risks in a safe environment, checking for potential risks and taking any necessary actions. This meant that children's play and learning was not compromised.

The setting was well maintained, clean and tidy. Staff followed best practice guidance, ensuring a safe play and learning environment. Robust infection control practices minimised the potential spread of infection, for example children were confident in their hand washing routines at snack and lunchtimes, and before going home.

Arrangements for storage of children and families' personal information was well managed. Information was stored securely in line with guidance. This contributed to children and families' confidentiality being maintained.

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/people, therefore we evaluated this key question as very good.

The management team, including the senior practitioner, had worked with children, families and staff to create a shared vison for the setting, with shared values positively informing practice. We observed strong teamwork, respect for others and the environment, kindness and fun throughout the inspection. They encouraged everyone to be responsible for positive change, which was resulting in high quality care, support and learning experiences for children and their families.

The views of children and families were valued. There were a number of opportunities for them to be involved in the life of the setting and to share their views. One parent told us "We are encouraged to communicate with the setting to give feedback. Great ongoing communication and opportunities to feedback". This supported them to be meaningfully involved in shaping the setting.

Robust quality assurance and self-evaluation processes enabled the management team and staff to identify any areas for improvement and opportunities for positive change. Staff had leadership roles across the setting which contributed to high quality experiences, and development of their own skills and knowledge. As a result, children and families benefited from a culture of continuous improvement.

Staff were given time to reflect on their practice with the management team, who recognised the importance of empowering and motivating them. This contributed to high levels of satisfaction and an ethos of respect and inclusion.

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/people, therefore we evaluated this key question as very good.

Staff interactions were compassionate, warm and caring. The management team and staff had high aspirations for all children, and this was evident in the care and support they received. Parents commented:

"Great team, very approachable, caring and kind."

"Staff are friendly and engaging."

"They go above and beyond for our children."

Staff provided individualised support to children, taking time to listen to their views and understand their emotions. As a result, children felt valued and loved.

The setting was effectively staffed, with a very good balance of skills, knowledge and experience, to meet the needs of children. The staff team worked closely together, ensuring that children's needs were not compromised when they were undertaking any tasks, such as personal care or preparation of activities. Staff recognised where gaps might exist, moving about the setting and giving careful consideration to where to position themselves, to ensure children's high-quality experiences were maintained.

Children benefited from consistency of care across the day, from a stable staff team who knew them well. Staff's wellbeing was a priority, with breaks planned to minimise the impact on children's experiences. This contributed to positive outcomes for all.

There was a very positive atmosphere within the setting. Staff interactions with each other were respectful and they worked hard to ensure there was effective supervision and quality engagement with children across the day.

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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Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

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