Oakbank Primary School Nursery
Day Care of Children

Viewlands Road West
Perth
PH1 1NA

Telephone: 01738 477 577

Type of inspection:
Unannounced

Completed on:
16 June 2022

Service provided by:
Perth & Kinross Council

Service provider number:
SP2003003370

Service no:
CS2003017340

About the service

Oakbank Primary School Nursery is a local authority run nursery provided by Perth and Kinross Council. The service is registered to provide early learning and childcare to a maximum of 98 children from three years to those not yet attending primary school. The premises have been extended since the previous inspection and provides children with a large open plan playroom and large nursery garden.

About the inspection

This was an unannounced visit which took place on 16 June 2022. 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:

- gathered the views of twelve families using the service
- consulted with staff and management
- observed practice and daily life
- reviewed documents
- spoke with visiting professionals.

Key messages

- Children were happy, confident and settled in their environment.
- Gathering the views of the children and their families to inform self-evaluation could be further developed.
- Staff were nurturing, respectful and responded with warmth and nurture to children.
- Staff knew the children well and how best to meet their needs.
- Mealtimes were relaxed and unhurried and a sociable experience for children.
- Children had free flow access to a fun and interesting outdoor area.
- Quality assurance process could be improved.
- The provision for two-year-olds should be enhanced further with more schematic and sensory play opportunities.
- The staff team worked well together to enhance children's outcomes.

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?	4 - 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

1:1 Nurturing care and support.

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this quality indicator as very good.

Staff were nurturing, welcoming and friendly with an enabling attitude. They recognised children as individuals and responded effectively to their needs and wishes which provided them with sensitive and responsive care throughout the day.

Personal planning supported children to be happy and confident. Through consultation with families and children staff effectively used personal plans to enhance individualised care and support. Staff knew children very well which supported the positive and trusting relationships that had been built and contributed to children feeling respected, and valued.

Children who required additional support were supported well by which resulted in them feeling loved and included in daily experiences. Staff displayed warmth when interacting with the children, they adapted their interaction styles, using simplified vocabulary, visual prompts or challenged thinking where appropriate which supported children's development and understanding and ensured children felt safe and secure.

Mealtimes were sociable and unhurried experiences. Children were encouraged to participate in these daily routines which provided them with a range of opportunities to be responsible and independent. For example, children took on the role of snack helper and prepared the food for snack, at lunchtime helpers supported other children to lay the table with real crockery and utensils. At mealtimes we heard good discussions on healthy eating and nutrition. Staff sat with children, role modelled and promoted manners and a centerpiece in the middle of the table encouraged rich discussion and learning. Additionally, robust procedures were in place in relation to allergy management, which contributed positively to children's outcomes.

There was an inclusive ethos which was enhanced through positive working relationships with families. Parents benefitted from good communication and sharing of information. There were very good examples of this through online systems such as Seesaw and a QR code placed at the nursery door allowed families to experience 'A day in the life of nursery'. This contributed to families feeling included in their child's care, play and learning.

1.3 Play and learning.

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this quality indicator as very good.

Children benefited from quality play and learning environments. They were provided with opportunities that impacted positively on their development, health and overall wellbeing. We saw all children were engaged in their play experiences and having fun with their peers.

Children were achieving and empowered by skilled staff to reach their full potential. Staff skilfully extended learning and thinking through effective questioning which resulted in children that were confident and

leading their own play.

Language and literacy were very well supported. For example, mark making opportunities across the curriculum supported children with their emerging writing skills. Word aware strategies supported children to learn, identify and use new words, we heard staff and children refer to identified key words during play. These approaches provided children with an understanding of the importance of recognising and reproducing words. As a result, their vocabulary and communication skills were being promoted.

A robust key worker system provided consistency and contributed to effective recording of children's learning and achievements. Groups of children met with their keyworker regularly throughout the day, for example at lunch time and for small group sessions. This enabled staff to know their children and resulted in most observations and next steps of learning and development to be individualised and of a high quality. We suggested senior staff continue to monitor observations taken to ensure consistency in their quality.

Planning floor book's where in the early stages of implementation and development. However, they documented children's interests and choices and influenced planning and activities in a way which respected their wishes and ideas.

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.

The open plan playroom was welcoming, homely and children were confident and comfortable within their surroundings. Children were provided with play spaces that were well laid out within the playroom. Children had choice from resources that were clean and well presented. They proudly showed us models they had created that were attractively displayed, which resulted in children that felt valued and respected. One child told us 'look at this amazing tower I made with my friend'.

Children had access to a playroom with a wide range of resources and activities that promoted imagination, investigation, and curiosity in their play. We saw they played happily and purposeful in small groups or independently, children were very engaged in meaningful experiences throughout our visit. For example, children in the construction area had built a structure together with a variety of interesting loose parts. They played cooperatively and used measuring tapes to record its height. One child told us, 'This is really high, I've measured it, it's 105'. Staff were available to interact and support when invited and were skilled in extending children's thinking and curiosity. Children played without interruption and were empowered to problem solve and think for themselves.

The provision for two-year-olds could be reviewed and resourced with more schematic and sensory play opportunities for children of this age and stage. This would further promote curiosity, and creativity during their play experiences with developmentally appropriate resources.

Children's health and wellbeing was supported as they had free flow access to the outdoors for fresh air and exercise, in an interesting outdoor environment. Children moved confidently and freely between the indoor and outdoor spaces. On the day of the inspection the children were having lots of fun as they enthusiastically washed large toy cars in a car wash, they had developed through a recent interest, and they confidently showed us a petrol pump they had made together. This told us they were actively involved in planning their play and learning.

How good is our leadership? 4 - Good

We evaluated this key question as good where several strengths impacted positively on outcomes for children, and clearly outweighed areas for improvement.

Leaders and staff had a shared vision for the service. The management team worked proactively and closely together to manage the work of the nursery. Senior staff told us of their plans to review the nursery aims and values now they had new children and families. This demonstrated the inclusive and positive ethos.

The service had an improvement plan which set out their priorities for development and the management team and staff were actively monitoring progress in relation to priorities.

A sufficient start had been made to self-evaluation processes. There was some evidence of gathering the views of children, and their families in service self-evaluation. The service should now review their self-evaluation processes and enhance systems to evaluate progress through consultation with children and their families. This would help support a shared vision to improvement planning and involve others in influencing positive change.

Quality assurance processes could be improved further. We discussed with senior management that following focused observations, clear feedback with identified actions should be provided to staff. This would enhance staff skills, help drive forward improvements, and support children's experiences further.

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.

Staff were caring, kind and respected children's rights. They encouraged children to have a voice which showed them, their views were valued and important. This was enhanced through effective working relationships with families. One parent told us 'I can't speak highly enough of this place, it's a real team effort, they all know my child very well'.

The deployment and levels of staff within the setting were appropriate to ensure effective care and support for all children throughout the day. Staff worked consistently well together through the day and key staff were available during busy times which resulted in care remaining positive and consistent. Staff were skilled in interacting with the children, they adapted their styles, using simplified vocabulary, visual prompts or challenged thinking where appropriate which supported children's development and understanding and ensured children felt safe and secure.

Staff had a good understanding of current guidance and how they used this to enhance children's experiences. Staff confidently told us of their learning and how they shared this with their colleagues. Some staff had taken on leadership roles and discussed the positive changes and outcomes these were having for the children. They were committed to their roles in providing experiences that enhanced children's lives and helped them to reach their full potential.

On the day of the inspection supply staff were part of the staff team. They fitted in well and engaged effectively with the children. They were mentored by senior staff and before the children sat down for lunch in their key groups, they were introduced again to the supporting them. This approach ensured children were familiar with the adults providing care for them.

Overall, the staff team identified strongly with the service and a strong team ethos was evident which supported children to feel happy, safe and secure.

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?	4 - Good
3.1 Quality assurance and improvement are led well	4 - Good

How good is our staff team?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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