Morebattle Primary School Nursery
Day Care of Children

Main Street
Morebattle
Kelso
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Telephone: 01573 440 547

Type of inspection:
Unannounced

Completed on:
13 December 2022

Service provided by:
Scottish Borders Council

Service provider number:
SP2003001976

Service no:
CS2003017375

About the service

Morebattle Primary School Nursery is referred to as the nursery in this report. They are registered to provide a care service to a maximum of 20 children between the ages of 3 years and entry into primary school.

The nursery is self-contained, within Morebattle Primary School and consists of a large open plan playroom with toilet facilities and a kitchen area. Children can access the outdoor play area directly from the playroom. Local parks and amenities are close by. The school gym hall and playground was used on a regular basis.

The head teacher is also the manager at Yetholm Primary School Nursery.

About the inspection

This was an unannounced inspection which took place on 23 November 2022, between 08:45 and 14:30. We gave feedback to management on 13 December 2022, between 14:00 and 15:00. One inspector carried out the inspection. To prepare for the inspection, we reviewed information about this service. This included previous inspection findings, registration and complaints information, information submitted by the service and intelligence gathered throughout the inspection year.

To inform our evaluation we:

- spoke with the head teacher, staff and children
- looked around the environment and areas used for children's play
- observed staff practice and care of eight children attending the service
- spoke with two parents of children who attend the nursery
- reviewed policies, procedures and records.

Key messages

- Children experienced warm, caring and nurturing interactions from staff who knew them well.
- Effective communication with parents meant children's needs were supported and parents felt included in the child's care and learning.
- Staff worked well together and had built trusting relationships with children and families.
- Children benefitted from high quality play experiences.
- Children's health and wellbeing was promoted with regular physical exercise and daily access to the outdoors.

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?	4 - 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

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 and support

Children were welcomed by staff who were warm and caring in their approach. Interactions between staff and children were responsive and engaging. Children's wellbeing was important to staff and embedded throughout their practice. Staff were thoughtful in how they promoted children's independence and children were nurtured and supported throughout their daily experience. We observed the developing friendships between children and the support they gave each other. A child told us "these are all my friends here".

Children benefitted from warm attachments which supported them to feel loved, valued and respected. A parent told us that sometimes their child may get anxious but "staff are great at giving extra cuddles. My child is safe here".

Children benefitted from effective personal planning which highlighted their individual care and support needs. For example, supporting families where English was their second language and linking with home routines ensured care was right for each child. Staff knew the children and their family circumstance well, this provided them with a good knowledge of the challenges sometimes faced by families. Staff had a sound knowledge of what would require them to pass concerns on to other agencies. Chronologies highlighted significant events in the children's/families lives and enabled staff to respond quickly and sensitively to any changes. A parent told us "they all know my child well".

Children experienced warm and unhurried support at meal and snack times. Staff recognised these daily routines were a rich opportunity to promote socialisation and develop life skills. Children had opportunities to be independent at snack times. They participated in making snack, cutting up the fruit and setting the table. They collected their own cups, plates, food and poured their drinks. Children could choose to help staff bring the lunch trolley from the school dining hall to the nursery. Staff reflected it was more comfortable for the young children to have lunch served in nursery and we agreed with them, for example giving a child who was a slow eater all the time they needed. Staff worked in partnership with parents to promote choice and encouraged children to try new foods while taking account of cultural and dietary needs. This meant children were encouraged to build positive relationships with food.

Staff recorded accidents or incidents in order to reassure parents of any first aid administered to their child. Medication was stored safely and strategies to support the wellbeing of children had been put in place. This meant children were kept safe.

Quality Indicator 1.3 - Play and learning

Children had fun as play was highly valued in the nursery. A parent told us they were happy there was an emphasis on "play based learning". We observed children confidently taking ownership of their learning, for example choosing to play outdoors in the large tyre sandpit with their peers to search for treasure. Staff responded well to children's initiations of play and supported them to further develop their own learning opportunities. Staff were aware of children's individual learning styles and had a very good knowledge of child development.

A balance of spontaneous and planned quality experiences promoted children's choice and independence and encouraged them to explore ideas and build on their interests and creativity. For example, children were interested in 'darkness' and the animals which came out at night. Staff supported this with an owl art activity which children enjoyed. There was an abundance of loose parts play materials indoors and outdoors to support children's creativity, thinking and learning. For example, drawing road tracks with chalk outdoors and building different height ramps in order to measure how far cars could go.

Children's achievements and progress were recognised and reported through quality observations. Staff support and interactions enabled children to consolidate their development. Learning plans were shared with parents on the online resource 'Showbie'. This allowed them to see what children experienced during the day. Staff agreed the need to further develop their confidence in how they plan and record children's learning in a way that meets children's needs and is purposeful.

Children were accessing the wider community through joining in with school activities. For example, accompanying primary aged children on forest school outings, using the school library and visiting the mobile library van. Children enjoyed a visit to the fire station and a visit from a police person. Parents were encouraged to bring any skills or interests they have to share with the children, for example a parent brought in some lambs, another brought seeds to plant and recipes to share. This meant there was an inclusive ethos of learning within the nursery.

How good is our setting? 4 - Good

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

Quality Indicator 2.2 - Children experience high quality facilities

The nursery benefitted from a lot of natural light and was well ventilated. There was a secure entry system in place which was monitored by staff and helped to keep children safe. Parents told us the nursery had "good facilities and outdoor space" and, "I'm very happy with the nursery."

Children were cared for in one playroom. This was furnished with suitable furniture for children's developmental stage. Homely touches, decoration and child led displays helped children to feel welcomed and included. Children were confident moving between the indoor and outdoor spaces. Both spaces reflected children's current interests and curiosities with appropriate materials to support learning. For example, children had been interested in the Tour of Britain bike race and bikes had been provided for children to learn to ride. There was ample space for children to play alone or as part of a group. This meant children could choose how and where they wanted to play.

The outdoor space promoted children's health and well being as some children chose to play there for a sustained amount of time. However, staff recognised this area could be further developed to broaden the range of exciting and interesting experiences which promote positive outcomes for children. Children had enjoyed planting flowers seeds caring for them as they germinated and growing vegetables to eat and use in their cooking activities. This initiative had been extended over the past year which encouraged children to learn about the world around them.

Staff demonstrated good infection control procedures, including supervising children during hand washing, getting children to wash their hands after wiping their nose and frequently cleaning surfaces. Children were protected as staff took all necessary precautions to prevent the spread of infection.

Information about children was kept in a secure manner. Where information had been provided electronically there were passwords and systems in place to protect this information. Sensitive information was only shared with those who needed the information to meet children's needs. This meant, protection of children's information complied with relevant best practice.

How good is our leadership? 4 - Good

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

Quality indicator 3.1 - Quality assurance and improvement are led well

Children and parents benefitted from a service whose vision, values and aims promoted a positive learning environment. As highlighted by staff the aims and objectives of the nursery needed reviewing and this was planned. We observed staff to be motivated, happy and an enthusiastic team who created quality outcomes for children. One parent told us "staff are always so joyful".

Improvement planning and quality assurance was good and involved collecting and acting on feedback from staff, parents and children. This meant everyone felt included and their views were listened too. Staff and management were committed to their role and shared responsibility for the monitoring and development of the service. Staff took lead roles for themes identified in their improvement plan. For example, outdoor learning, literacy and Showbie.

Staff attended continuous development sessions which helped them feel supported in their role. They used reflection to positively inform practice underpinned by strong consultative relationships with management. This told us the nursery had good capacity for change and improvement.

To ensure continued improved outcomes for children and families staff were proactive in making good use of best practice guidance. For example, 'A quality framework for daycare of children, childminding and school-aged childcare' guidance, was discussed and reflected on by staff. This document should allow staff to be more confident in identifying areas for development which aid improvement.

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.

Staffing levels in the nursery ensured there were enough staff to carry out the vision and values of the service. We observed a knowledgeable staff team who were respectful and supportive of each other. They worked well together to ensure effective supervision and quality engagement with children across the day. Positive role modelling between staff helped children understand supportive relationships.

All early learning and childcare staff worked on a part time basis. Effective arrangements were in place to promote continuity of care across the day which ensured positive transitions. This ensured there was always enough staff to focus on children's needs. Staff breaks were
planned to minimise impact on children whilst enabling staff to rest and be refreshed. Additional staff were brought in to cover lunchtimes. The wellbeing of staff was of great importance to the head teacher. This meant staff felt supported and valued and children's experiences across the day were positive.

Professional development was a high priority for staff. This was supported by sessions where staff were able to discuss their practice and learning. Core training, such as first aid and child protection had been undertaken and any updates were planned. Staff were encouraged to source specific training which related to leadership roles within the nursery. This meant the differing experiences, knowledge and skills of staff ensured very good outcome for children.

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?	4 - Good
2.2 Children experience high quality facilities	4 - 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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